IDENTIFYING PROBABLE SCHOOL LEAVERS IN ONTARIO HIGH SCHOOLS

PIERRE OUIMQUETTE, Principal Investigator
ORIANE SAINT-DENIS
NATHALIE HUOT

This research project was funded under contract by the Ministry of Education, Ontario.
It reflects the views of the authors and not necessarily those of the Ministry.

Ontario

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Student Retention and Transition Series

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Sean Conway, Minister
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ABSTRACT

The problem of school dropouts is serious. Knowing that one out of four Grade 9 students will not graduate from high school in Ontario is a legitimate concern for educators at all levels.

The primary goal of this research project was to identify probable school leavers in English-language high schools in the eastern, northern, northeastern, central, and western regions.

Probable school leavers are identified by the questionnaire entitled "School and Me?". In the fall of 1987, 40 English-language high schools participated in the project: 6,832 students answered the questionnaire, 3,629 boys and 3,203 girls.

The "School and Me?" questionnaire is made up of 53 questions dealing with eight categories referred to as factors of the questionnaire. These factors reflect the different aspects of a student's life that can have an influence on his/her decision to leave school: FAMILY CHARACTERISTICS, FEELINGS OF ISOLATION, PLANS FOR FUTURE SCHOOLING, SCHOOL WORK, SELF-CONFIDENCE, ABSENTEEISM, NEED FOR HELP FROM TEACHERS, and INTEREST IN SCHOOL. A student is considered a probable dropout if he/she chooses a certain number of "negative" answers at each factor.

In 1987-88, 34% of Grade 9 students were identified as probable dropouts, 36% of the boys and 32% of the girls. Every participating school received printouts giving global results for the school and results for each student who answered the questionnaire.

Since 1985, the researchers have worked with educators in many French-language high schools in Ontario in order to set up intervention strategies to help the students identified as probable dropouts. In 1987, this work was begun with educators in English-language high schools. These intervention strategies ranged from individual counselling, group counselling to mentoring, and peer counselling.

1. INTRODUCTION

This project entitled "A Study to Identify Probable School Leavers in Ontario High Schools" has now been successfully completed. It involved the participation of 40 English-language high schools for the 1987-1988 school year. The varied tasks that we wished to complete were:

- Contact and meet school boards and school representatives in each region to inform them of the project and discuss the general problems of school dropouts in their schools.
- Administer the questionnaire entitled "School and Me?" to all Grade 9 students in the 40 participating high schools.
- Identify probable school leavers in all schools and return complete results to each school.
- Suggest and guide the implementation of different intervention strategies in all schools.
- Document the implementation of intervention strategies.
- Report on the analysis of data gathered with the administration of the "School and Me?" questionnaire.
- Complete a comparative analysis between data from the school dropout study in English-language high schools with the French-language project data.

Three main goals overshadowed these planned tasks. Firstly, we wished to sensitize educators from the participating high schools to the particular problems of potential school leavers. Secondly, we wanted to involve school administrators and teachers in the analysis of their school data. Thirdly, although this was the first year that schools were receiving data on their "at-risk" students, we wished to implement intervention strategies

for identified students in as many high schools as we could.

The end of this project and the related French-language project does not mean that researchers or educators in the field should file the different reports and consider the school dropout issue as having been resolved. On the contrary, it is hoped that this work, completed in collaboration with many educators in the participating high schools of the province, is but a beginning. In fact, we hope that our work and that of others throughout the province will encourage many educators to meet the special needs of an important minority of adolescents who, without special attention, will not pursue their studies and earn a high school diploma. This calls, generally, for a change in attitude for some teachers involved with the students.

Changes for the better are often resented.
Old boots were once new - and hated.

George Iles

2. THE "SCHOOL AND ME?" QUESTIONNAIRE

The instrument used to identify probable school leavers is the "School and Me?" questionnaire. There are 53 questions in eight categories referred to as factors of the questionnaire (see Table 1). These factors reflect the different aspects of a student's life that can have an influence on his/her decision to complete a high school programme. If one or more of these factors are perceived in a negative way by the student, this can eventually lead him/her to leave school.

It is important to emphasize that this instrument is designed to gather the student's perceptions of his/her life as opposed to an objective gathering of information. Grade 9 students tend to express themselves freely and honestly concerning different aspects of their lives.

The questionnaire is made up of two types of questions: 25 multiple choice questions and 28 dichotomous (True or False) questions. For a student to be considered as having difficulties at one factor, he/she must choose a certain number of "negative" answers. When the total of "negative" choices is over the cut-off score, the student is identified with respect to that factor. The cut-off score varies by factor depending on the number of questions for that factor.

The questionnaire used this year in 40 English high schools across the province is presented in Appendix 1.

TABLE 1

Number of Questions by Factor
"School and Me?", Fall 1987

FACTORS	NUMBER OF QUESTIONS
1. Family Characteristics	5
2. Feelings of Isolation	6
3. Plans for Future Schooling	8
4. School Work	5
5. Self-Confidence	5
6. Absenteeism	6
7. Need for Help from Teachers	8
8. Interest in School	8

3. QUESTIONNAIRE ADMINISTRATION: FALL 1987

The administration of the "School and Me?" questionnaire was carried out in September and October of 1987. Based on past experience, every effort was made to ensure that the questionnaire was administered as soon as possible in the school year. This is even more important in semestered schools. When the schools receive their results in the first months of the school year, they then have more time to set up intervention strategies for those students identified as probable school leavers.

The questionnaire "School and Me?" is designed to be administered to Grade 9 and Grade 10 students. The first large-scale administration of this instrument in English-language high schools was to Grade 9 students only. The same process had been followed with success in French-language high schools in the past. If the questionnaire is administered a second year, schools can then administer the instrument to Grade 9 and 10 students, with a follow up of the original Grade 9 cohort in Grade 10.

The questionnaire was administered in the fall of 1987 in 40 English-language high schools in the eastern, northern, northeastern, central, and western regions of the province. We were thus able to survey a large number of Grade 9 students in a variety of English-language high schools.

In total (see Table 2), 6,832 Grade 9 students answered the "School and Me?" questionnaire. Of these, 3,629 (53%) were boys, and 3,203 (47%) were girls. With

such a large sampling of students in different regions and in different types of high schools, we believe that our data reflect the perceptions and feelings of Grade 9 students in Ontario.

TABLE 2

Number and Percentage of Boys and Girls in Grade 9

"School and Me?", Fall 1987

GRADE	BOYS		GIRLS		TOTAL	
	N	%	N	%	N	%
9	3629	53	3203	47	6832	100

When students answered the questionnaire, they indicated at what level of difficulty (basic, general, advanced) they were registered in English and mathematics. English and mathematics have been acknowledged as being possibly the best predictors of school achievement. This information is not part of the process by which we identify students as being at risk of leaving school. It is mostly used for comparative analysis of the characteristics of students at each level, and for grouping purposes when different intervention strategies are set up for the students identified.

At the last data collection in the fall of 1987, the survey population consisted of approximately 7% of the

students at the basic level, 30% at the general level, and 63% of students in Grade 9 at advanced as indicated by their registration by level for English and mathematics. The Ontario Ministry of Education statistical report reveals approximately the same percentages at each level of difficulty for the province as a whole (Ontario Ministry of Education. Education Statistics Ontario, 1987. Toronto: The Ministry, 1987). The results of our data collection in regard to the three subject levels are presented in Part 4.3 of this report.

Because this was the first year that this project was being run in a large number of English-language high schools, the research team carried out the administration of the questionnaire in most of the high schools. For this, the cooperation of the principals, guidance heads, and staff was necessary. In the vast majority of cases, the questionnaire was administered to all Grade 9 students during one school period. The effect on the school timetable was limited to disturbing the students for approximately 45-60 minutes. Students were asked to answer the questionnaire on an optical scanning sheet. Research team members or school counsellors were present to answer any questions from the students. Answer sheets and questionnaires were collected following the administration of the instrument.

A four to five-week period was needed to gather the data from all the participating English-language high schools. During these visits, presentations concerning the dropout issue and the work of the research team over the past few years were made in over 30 high schools. During these presentations, we were able to meet with teachers, guidance counsellors, and administrators. These preliminary meetings are very important in planning future intervention strategies where volunteer teachers and counsellors are

needed to help those students identified as being at risk of dropping out. These presentations lasted from one hour to a half-day.

4. RESULTS

4.1 OVERALL RESULTS

In 40 high schools participating in this project in the fall of 1987, 34% of all students surveyed were identified as potential school leavers (see Table 3 and Figure 1). In this cohort of students, 36% of the boys and 32% of the girls were so identified. At most high schools more boys than girls were identified as probable school dropouts; a difference of up to 10% has been characteristic of the data collected. This has been a constant characteristic of the data we have collected over the past five years in dealing with the issue of school dropouts. These results are reflected in the fact that more boys drop out of high school than girls. The disaffection felt by boys and expressed early on in their high school programme motivates more boys to leave as soon as they are legally able.

Although these results reflect the provincial data from the Ministry of Education concerning dropouts, we suggest it is at the school level that the data from the administration of the "School and Me?" questionnaire is most valuable. There is a large variability in the distribution of percentages of identified students from the 40 participating high schools (see Figure 2). The range of percentages of identified students in one school year varies from 16% to 64%.

The proportion of students identified at each school depends on many factors. Firstly, there are the individual differences between students being surveyed. Secondly, there are many other external factors that influence these students and their milieu: socio-economic status of the

TABLE 3

**Number and Percentage of Students,
Boys and Girls Identified**

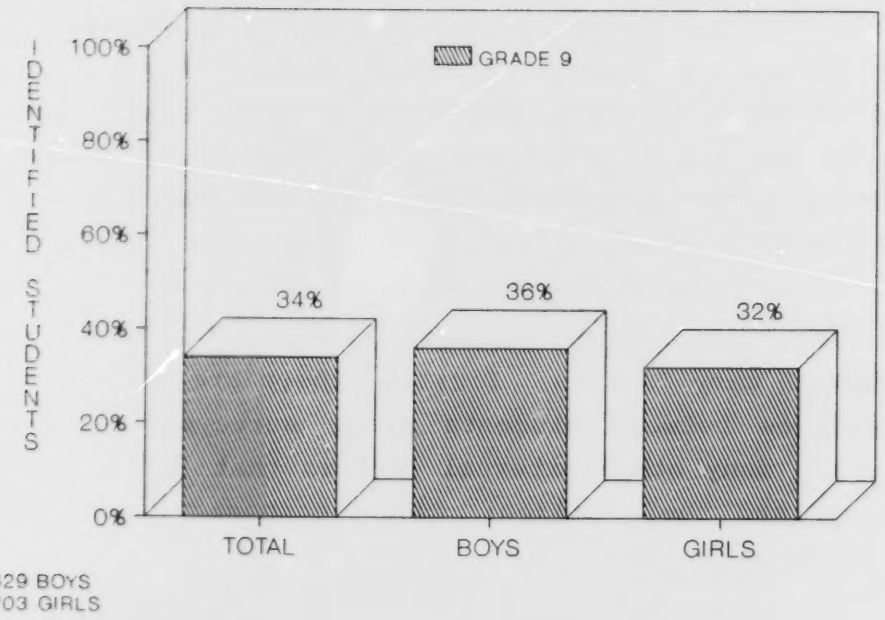
Enrolled in Grade 9, Fall 1987

"School and Me?", Fall 1987

CATEGORIES	NUMBER IDENTIFIED	% IDENTIFIED	NUMBER OF STUDENTS	% OF STUDENTS
All students	2,306	34	6,832	100
Boys	1,293	36	3,629	53
Girls	1,013	32	3,203	47

FIGURE 1

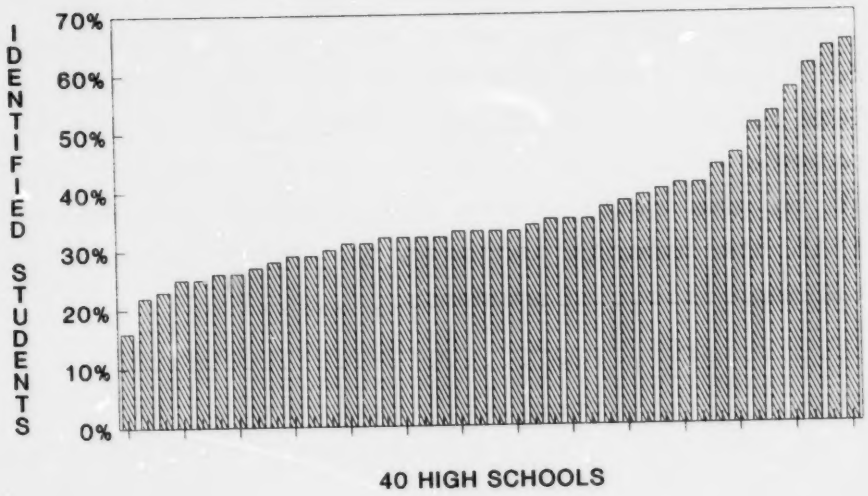
**Percentage of Identified Students
Grade 9, Fall 1987**



3629 BOYS
3203 GIRLS

FIGURE 2

Distribution of Percentages of Identified Students
40 English-Language High Schools
Grade 9, Fall 1987



school population and the school environment, the administrative staff, the make-up of the teaching staff, the school setting, etc. In our work with school personnel, we stressed that comparisons between schools as far as the overall percentages of students identified as potential dropouts are not tenable. Each school has its own story and particular clientele, which will be reflected in the results gathered. In fact, when one is working with school personnel, it is important to break up the data even further and examine the results by factor, gender, and subject level.

4.2 RESULTS BY FACTOR

Students can be identified as potential school dropouts at one or more of the eight factors that make up the "School and Me?" questionnaire. The percentage of identified students by factor is presented in Table 4 and Figure 3. We identified 5% of students as dealing with problems related to family characteristics. The percentage of students identified at this factor was constant from one school to the next. Some significant differences were found in the results gathered in a few schools serving special populations of students.

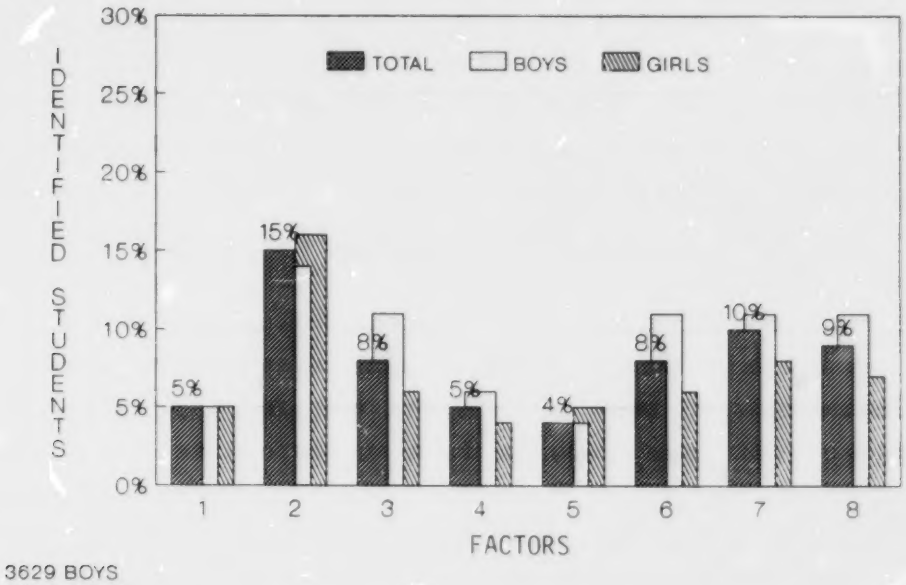
TABLE 4

Percentage of Identified Students by Factor
Grade 9
"School and Me?", Fall 1987

FACTORS	TOTAL (n=6832) %	BOYS (n=3629) %	GIRLS (n=3203) %
1. Family Characteristics	5	5	5
2. Feelings of Isolation	15	14	16
3. Plans for Future Schooling	8	11	6
4. School Work	5	6	4
5. Self-Confidence	4	4	5
6. Absenteeism	8	11	6
7. Need for Help from Teachers	10	11	8
8. Interest in School	9	11	7

FIGURE 3

Percentage of Identified Students by Factor
Grade 9, Fall 1987



3629 BOYS
3203 GIRLS

In most high schools the highest percentage of students are identified at the factor dealing with <u>feelings of isolation</u>. Some students express strong feelings of isolation early on in Grade 9. School dropouts are very often students who have accumulated many different types of failure since they have been in school. These failures can be of a school nature where students have had serious difficulties in many subjects. They can also be a series of negative experiences in dealing with teachers or with peers. In high school, in comparison with the elementary level, students are called upon to be even more individualistic. Students who are not supported in their family settings or through other relationships with adults, can feel seriously isolated in the new "crowd" as they enter Grade 9. In the cohort of students surveyed in the

fall of 1987, relatively the same percentage of boys and girls were identified at this factor. These results varied, of course, from one school setting to the other.

Students were asked about their plans for future schooling; 8% of students were identified at this factor. More boys were identified as dealing with problems related to their future schooling. More boys state that they do not expect to complete their high school programme and think that they do not have the ability to complete a high school programme.

In all high schools we identified fewer students as dealing with problems related to school work and self-confidence. These results have been constant in prior administrations of the "School and Me?" questionnaire. As they enter Grade 9 students are starting a new phase in their schooling, and fewer evaluate their school work negatively. Grade 9 can be considered by students as "a new beginning" and this encourages many to have confidence in their ability to complete what they are undertaking. Although these comments can be true for the vast majority of students, the small number of students identified at these factors are dealing with serious problems that can be addressed with effective measures of intervention.

Absenteeism or truancy of some students will be a growing problem as students progress from one grade to the next; 8% of students were identified at this factor. The question of absenteeism is a problem more for boys than girls. This difference in the results was found in every high school surveyed. Other surveys done with the "School and Me?" questionnaire have also shown that more boys are prone to "skip" classes and that the difference between the results of boys and girls is more significant as students move up in grades.

The relationship of students with their teachers can play a very important role in encouraging students who are at risk of dropping out of school. Overall 10% of students were identified at the need for help from teachers factor. Here again, more boys than girls were identified as needing to develop a positive relationship with their teachers. The same pattern was found in the results at the interest in school factor where we identified 11% of boys and 7% of girls. In total on this factor, 9% of students were identified.

It is important to realize that students surveyed answered this questionnaire early in their Grade 9 year. The students identified at one or more factors could not have been influenced by their high school experience for very long. It is essential that educators wanting to work with at-risk students realize that students do not drop out specifically because of their high school experience. Students who are at risk of dropping out will possibly do so in the long run, mostly when they are legally able, because of an accumulation of deficits which has been growing for many years in different settings.

For many students, their high school experience only confirms expectations in regards to their perceived abilities and quality of interaction with peers and teachers. This lack of positive reinforcement as they start a new school programme in high school offers this important minority of students "more of the same".

4.3 RESULTS BY SUBJECT LEVEL

Students were asked before answering this questionnaire at what level they had registered in English and mathematics (basic, general and advanced). The percentages of students registered at all three levels of study in both subjects in our data collection in 40 English-language high schools, reflect the overall provincial statistics concerning the numbers of students by level of study in Grade 9 (Ontario: basic 8%, general 32%, advanced 60% - King, Alan. The Adolescent Experience. The Ontario Secondary School Teachers' Federation: Toronto, 1986). The majority of students (see Table 5) in Grade 9 were registered in advanced level courses.

One must note that the number of students in advanced level courses decreases in Grade 10 and for subsequent years also. The number of students at the basic level stays essentially the same, while the number of students at the general level increases significantly over the high school programme. We believe that, in many cases, the transfer from advanced level courses to general level courses is a part of the accumulation of deficits that ultimately influence students to drop out of school.

Students register in a series of courses that make up their high school programme and adopt the educational and life goals that correspond to those courses. Some students, by the end of Grade 9 and Grade 10, are faced with a growing gap between their expectations and what they are doing in school. Some students, in many cases potential dropouts, are in need of special help in refocusing "their efforts and objectives" so that their experience in school can be fulfilling.

TABLE 5

Number and Percentage of Students by Subject and Subject Level

"School and Me?", Fall 1987

SUBJECT/ LEVEL	NUMBER OF STUDENTS Total	Boys	Girls	PERCENTAGE Total	Boys	Girls
ENGLISH						
Basic	433	282	151	6%	8%	5%
General	1973	1204	769	29%	33%	24%
Advanced	4426	2143	2283	65%	59%	71%
MATHEMATICS						
Basic	460	290	170	7%	8%	5%
General	2046	1135	911	30%	31%	28%
Advanced	4326	2204	2122	63%	60%	66%

More boys register in basic and general level courses at the beginning of their high school programme. The data collected also reflect this in that there are significantly more girls registered in the cohort of students at the advanced level in English (71% girls, 59% boys). It is interesting to note that although more girls were registered at the advanced level in mathematics, the difference between boys and girls was not as significant. This could possibly be a forewarning of the problem of

girls and mathematics that many educators have studied and worked on in the past few years.

Figures 4, 5, 6, 7, 8, 9 show the percentage of students enrolled and identified by subject level in English and mathematics. In both subjects, we find that the highest percentage of identified students are the small number of students registered in the basic level (53%). At the general level we identified 43% and 42% of students as potential dropouts in English and mathematics. The smallest number of identified students was found at the advanced level in both English and mathematics (28%). With the transfer of students from advanced level to general level courses through Grade 9 and the following school years, and keeping in mind that few students are registered in basic level courses, we must consider the issue of school dropouts as being primarily characteristic of a much larger number of students registered in general level courses. It is in this cohort of students that we find that group of potential dropouts who have over many years accumulated deficits of a personal and school nature that will lead them to drop out of their high school programme.

FIGURE 4

Percentage of Students Enrolled and Identified by Subject Level

English, Grade 9, BASIC Level

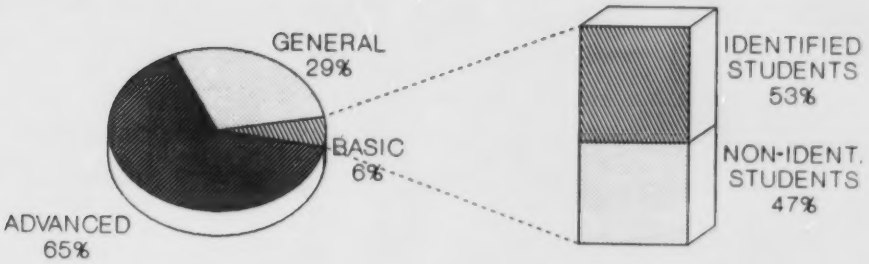


FIGURE 5

English, Grade 9, GENERAL Level

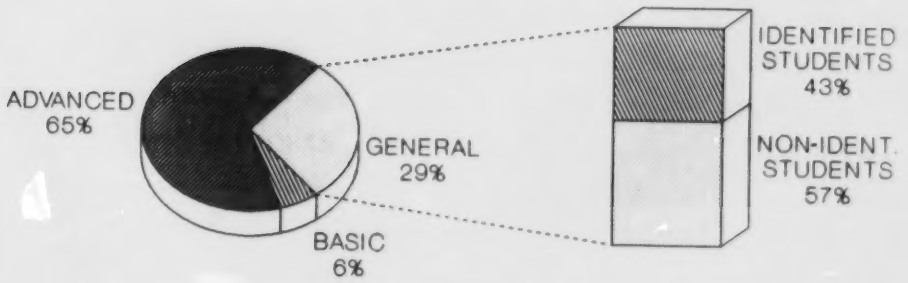


FIGURE 6

English, Grade 9, ADVANCED Level

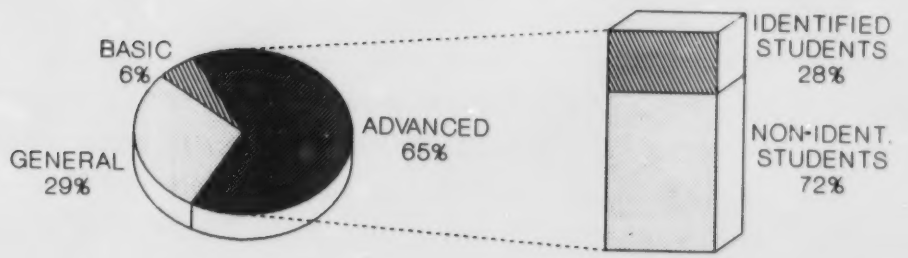


FIGURE 7

Percentage of Students Enrolled and Identified by Subject Level

Mathematics, Grade 9, BASIC Level

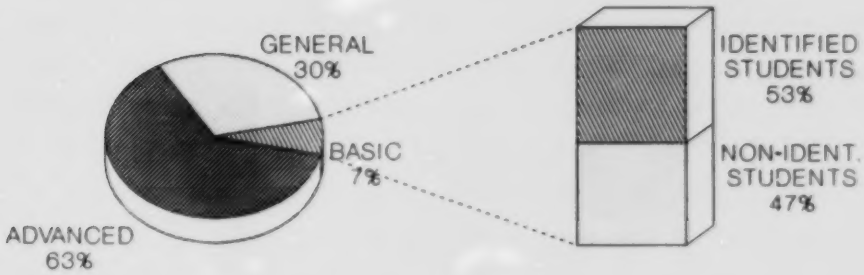


FIGURE 8

Mathematics, Grade 9, GENERAL Level

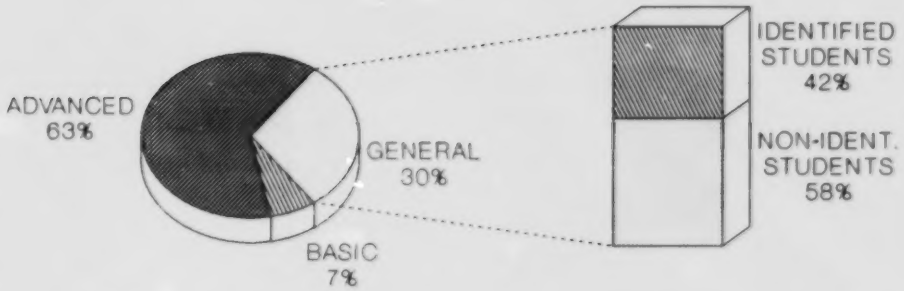


FIGURE 9

Mathematics, Grade 9, ADVANCED Level

4.4 RESULTS BY QUESTION

The distribution of the answers by question was part of the overall data given to each participating school. These have been found in the past few years to be most informative for those responsible in schools for planning and setting up intervention strategies for identified students. Also, these data were used in many high schools to inform teachers of the general perceptions and problems of their Grade 9 students. These data were used not only for potential school dropouts, but for the planning of other school activities.

The data gathered on the different items at each factor of the questionnaire were in many cases used to decide on and guide the type of intervention strategies that a school would implement. The family characteristics results are found in Figures 10 through 14. Twenty-four per cent of Grade 9 students indicated that they did not live with both their mother and father. Approximately one-third of the students reported that their mothers and fathers had attended college or university and that approximately 20% of mothers and fathers had attended high school for a few years or had just completed their elementary schooling. In most of the high school surveyed, approximately 5% of students stated that both their mother and father had been out of work in the past six months. A small percentage of students (10%) felt that the financial situation of their family was less favourable than that of other pupils in their class. What is important in considering this data is that it reflects students' perceptions and that these perceptions have an important role to play in influencing the interaction of students with peers, teachers, and adults in general. Family background can also be of great importance and influence when students must make decisions concerning their schooling.

FIGURE 10

GRADE 9

21. Do you live with your mother and father?

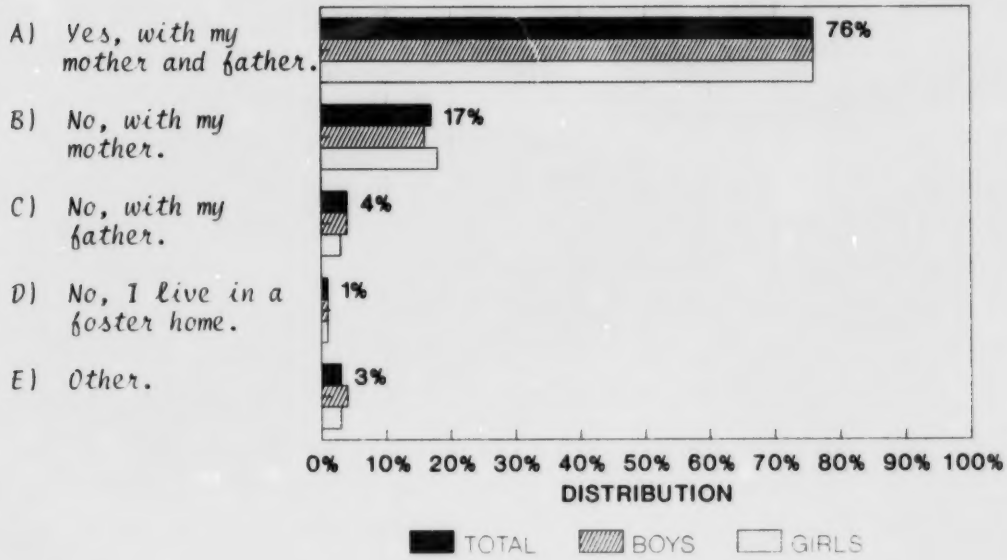


FIGURE 11

GRADE 9

22. How much education does your mother have?

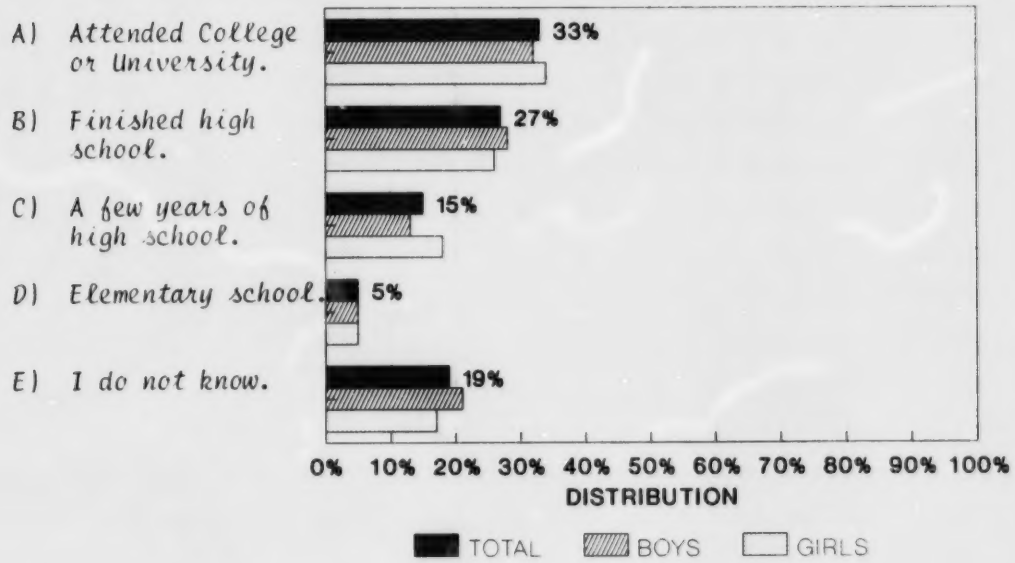


FIGURE 12

GRADE 9

23. How much education does your father have?

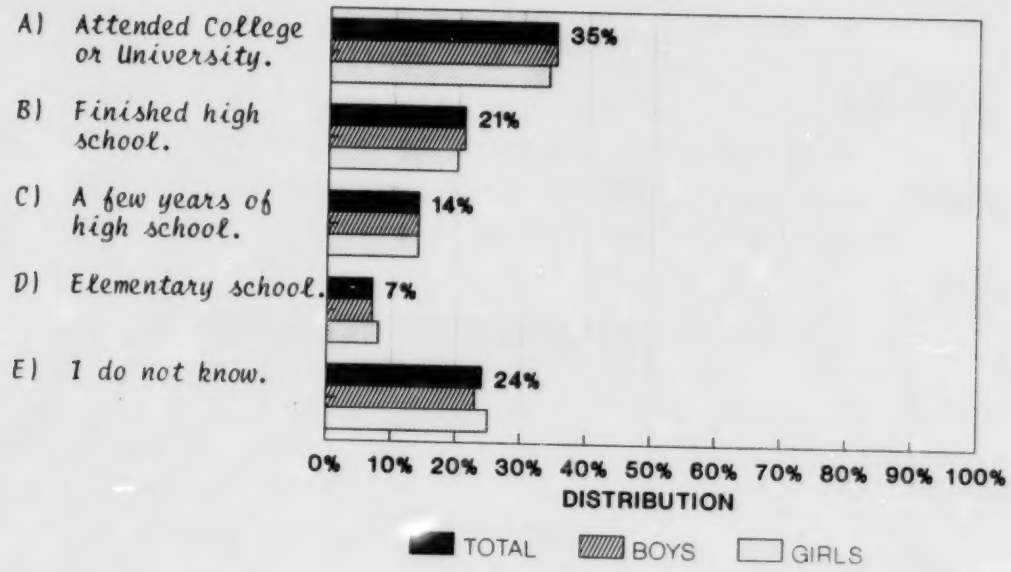
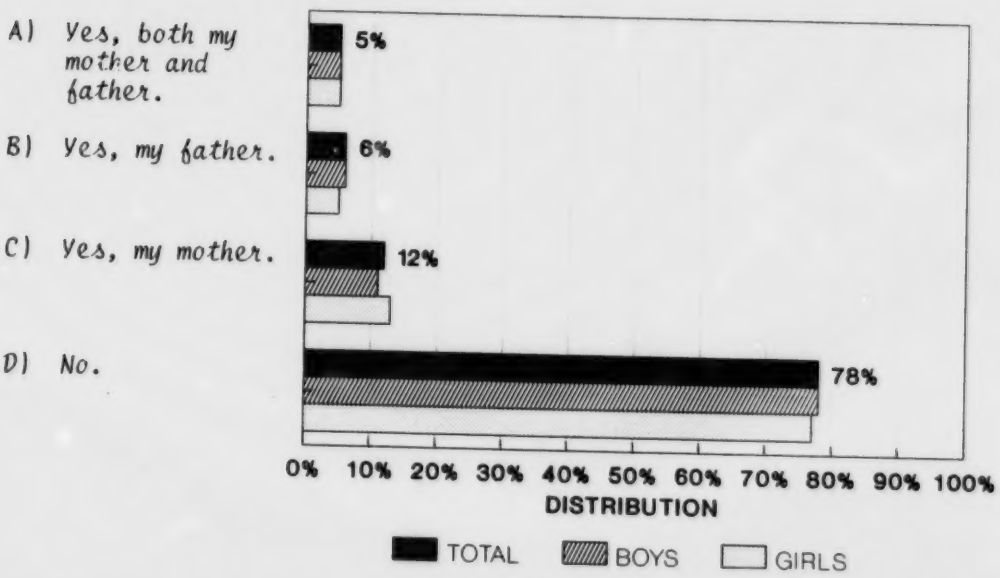


FIGURE 13

GRADE 9

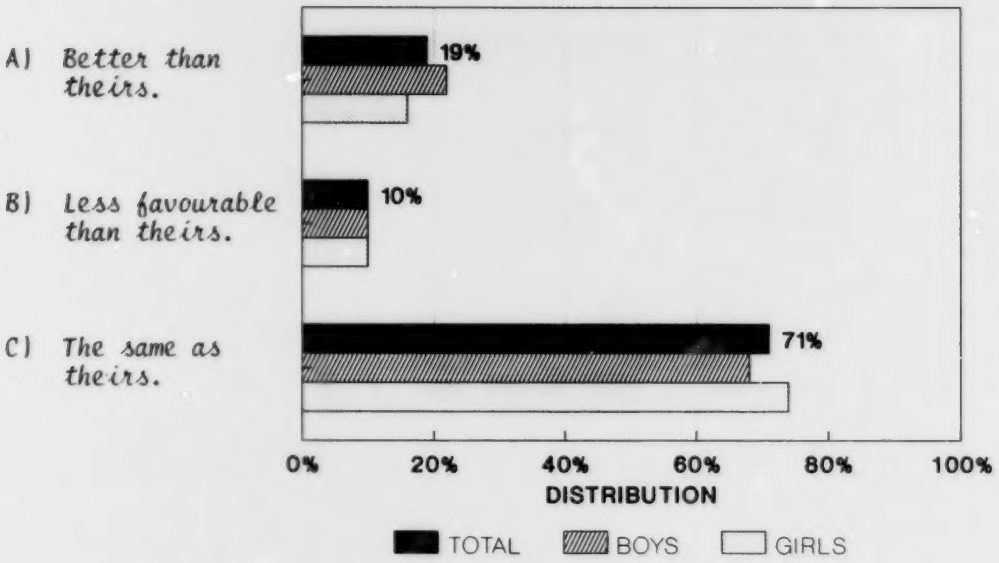
24. During the last 6 months, have either of your parents been out of work? (except holidays and sick leave)



F I G U R E 1 4

GRADE 9

25. *In comparison with the other pupils in my class at school, my family's financial situation is*



The distribution of choices at the feelings of isolation factor are given in Figures 15 through 20. No important differences were found between the answers given by boys and girls. The results gathered with these questions and at other factors such as need for help from teachers and self-confidence indicate that, as previously mentioned, the feelings of isolation that students expressed are strongly felt, and they are, we believe, one of the primary causes of students dropping out. These feelings can affect their school performance and their relationships with others in general.

FEELINGS OF ISOLATION

FIGURE 15

GRADE 9

33. I feel alone most of the time.

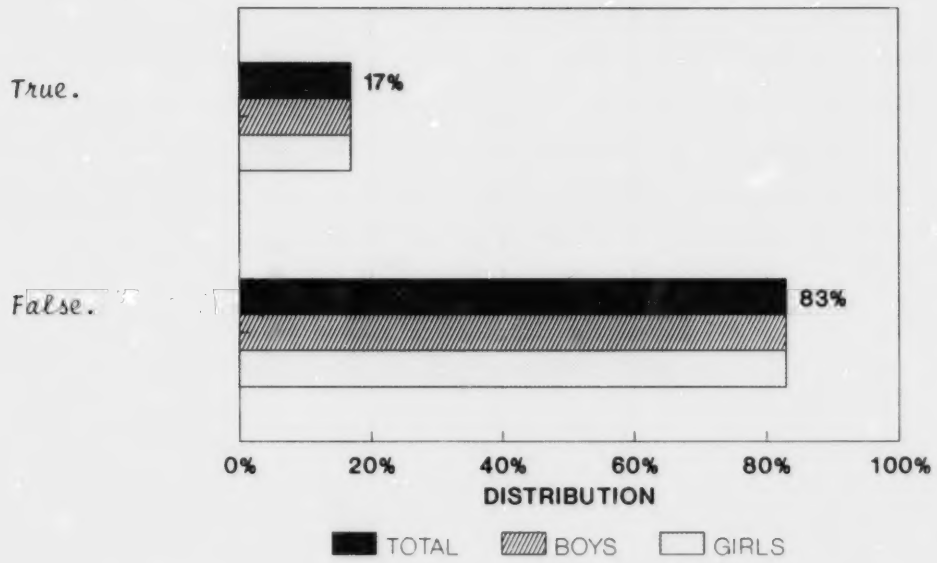
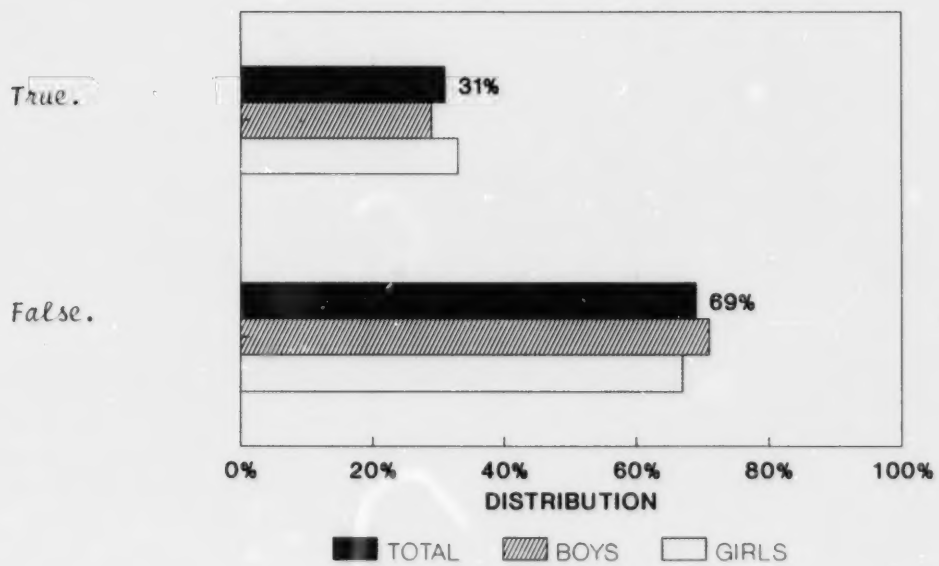


FIGURE 16

GRADE 9

34. In my family, we seldom do anything interesting together.



FEELINGS OF ISOLATION

FIGURE 17

GRADE 9

38. Most people don't understand me.

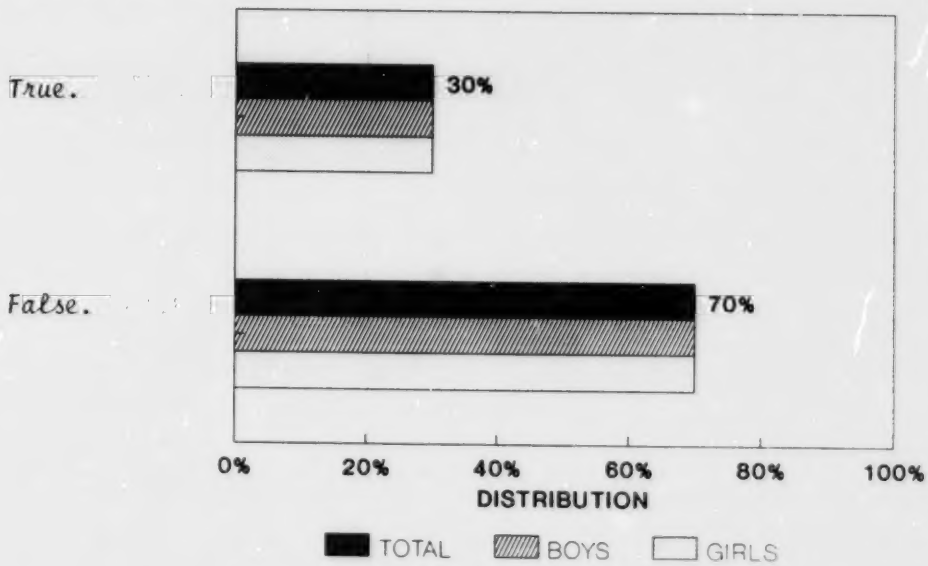


FIGURE 18

GRADE 9

41. Most of the time I feel good.

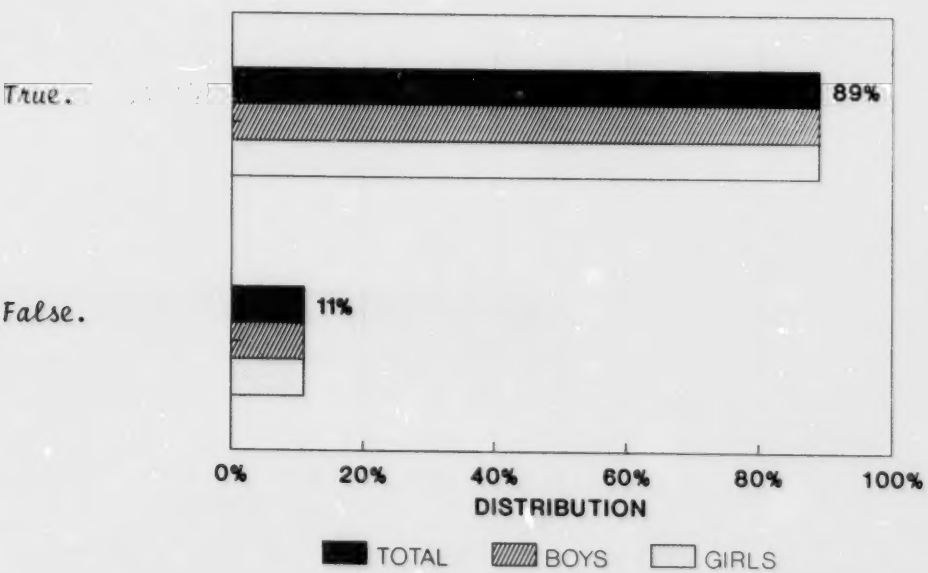


FIGURE 19

GRADE 9

46. I am usually happy.

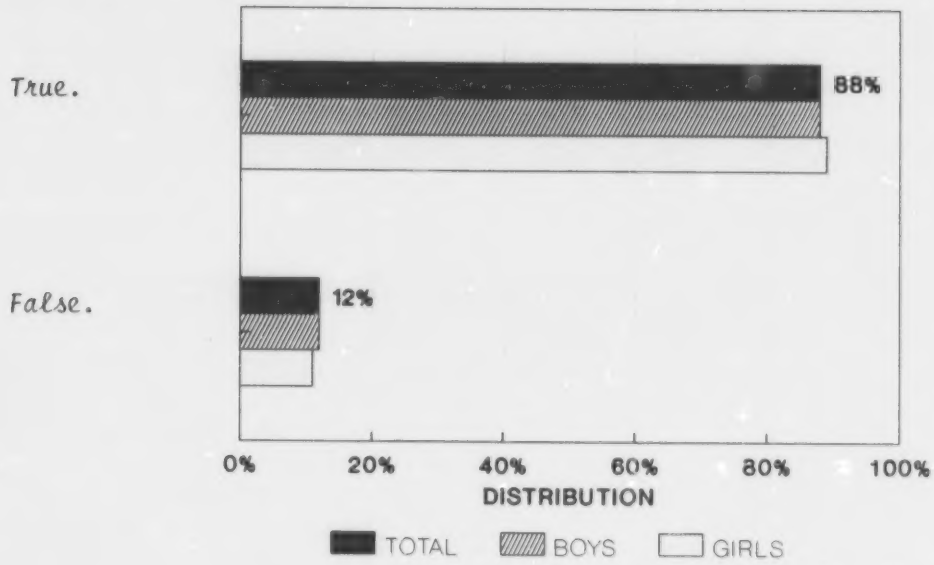
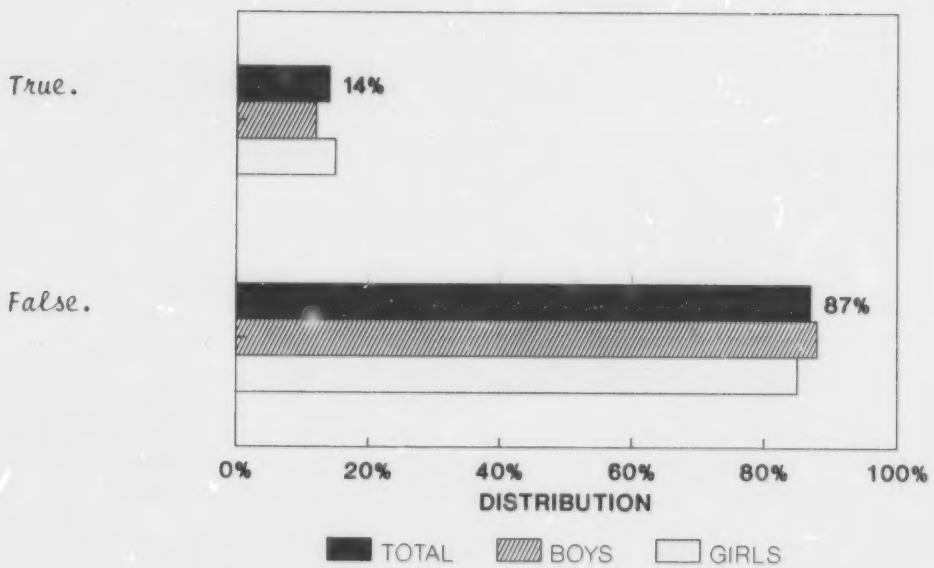


FIGURE 20

GRADE 9

51. I would prefer to leave home and live elsewhere.



The data collected in the items on plans for future schooling (Figures 21 to 28) are important for that small group of students identified as dealing with problems concerning their future schooling. But they are also interesting in what they reflect concerning those students not identified. An overview of the data clearly shows us a group of students who in very high numbers plan on reaching university or college level programmes, and, except for a very small percentage of students, are not thinking of quitting their high school programme. Of the students surveyed, 86% expect to reach university or college education levels. As previously mentioned, these results indicate that many of these students are simply "aiming too high". Very few students (12%) have as an educational goal to finish their high school programme.

As educators we know that in many high schools the majority of students will not go on to postsecondary education. A great difference between the students' expectations and their achievement over the next few years will play an important role in the decision of some students to drop out. Some students realize as they are going through their Grade 10 and 11 programme, registered for the most part in general level courses, that their recent expectations are no longer valid. This realization can be most discouraging to students who have already accumulated deficits of different types over the past few years.

PLANS FOR FUTURE SCHOOLING

FIGURE 21

GRADE 9

5. What level of education do you want to reach?

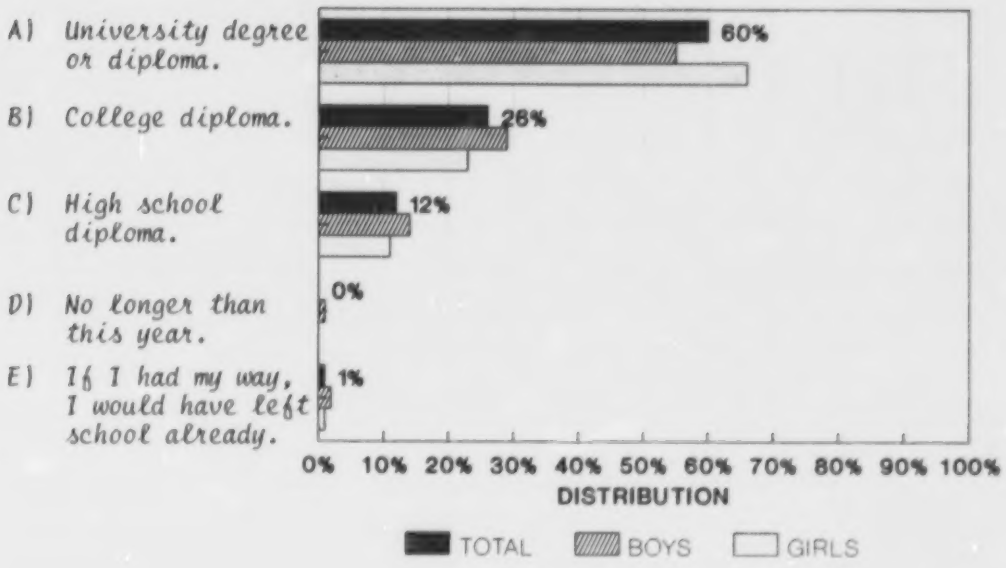


FIGURE 22

GRADE 9

13. If your parents (or guardians) **would allow you to quit school, would you?**

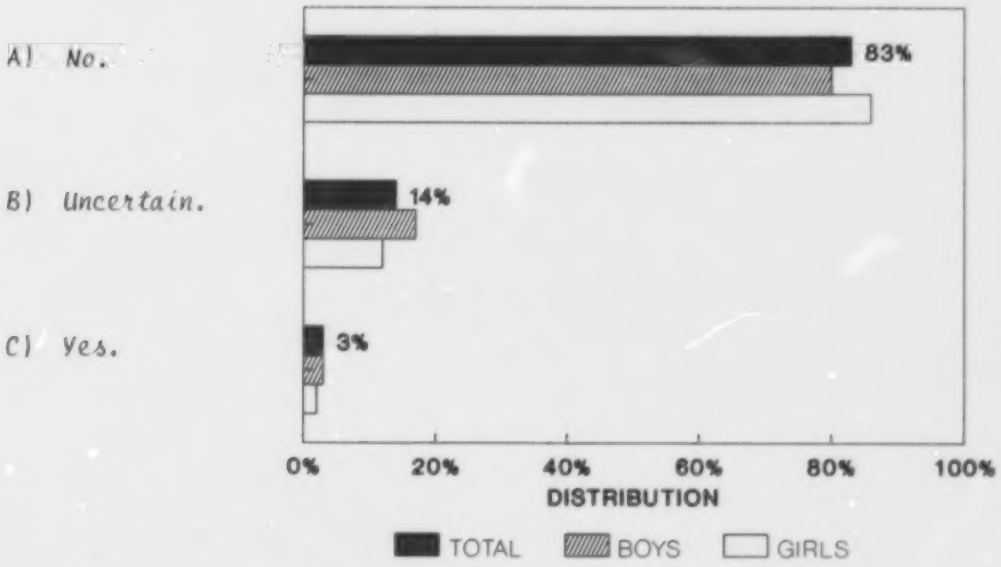


FIGURE 23

GRADE 9

17. Are you ready to quit school and go to work?

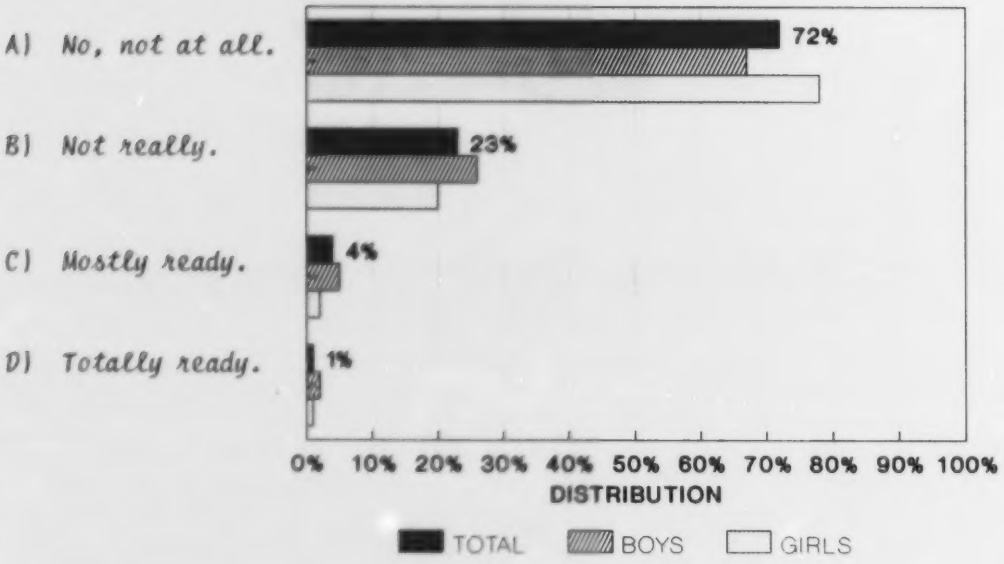
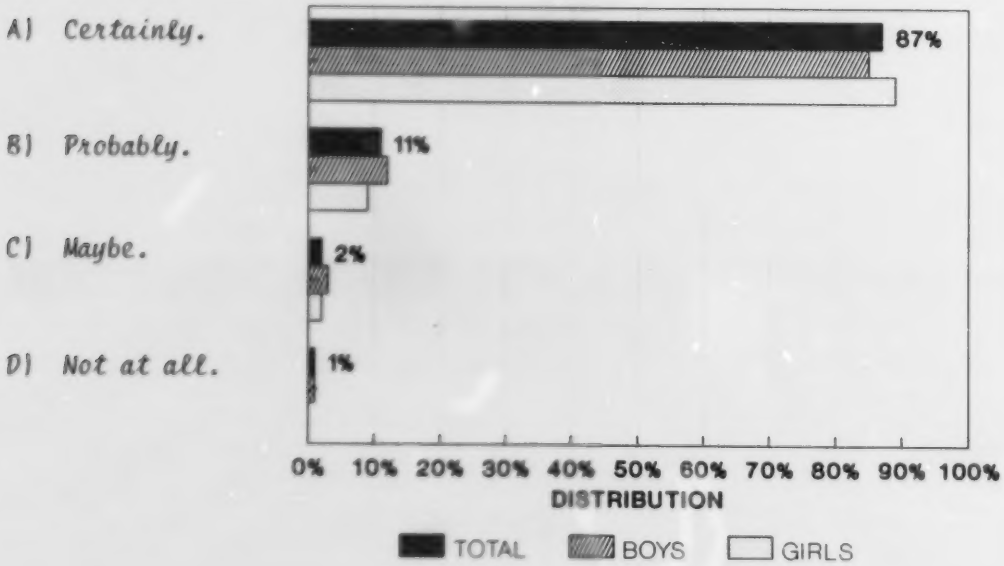


FIGURE 24

GRADE 9

18. Do you intend to finish your high school studies?



PLANS FOR FUTURE SCHOOLING

FIGURE 25

GRADE 9

29. I would rather go to work than go to school.

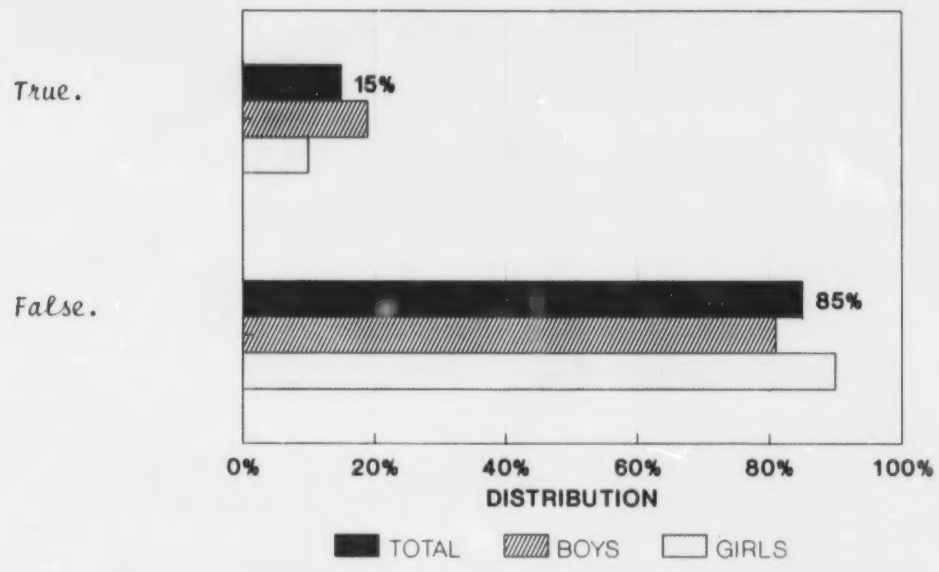


FIGURE 26

GRADE 9

37. If I do not pass my exams, I might quit school.

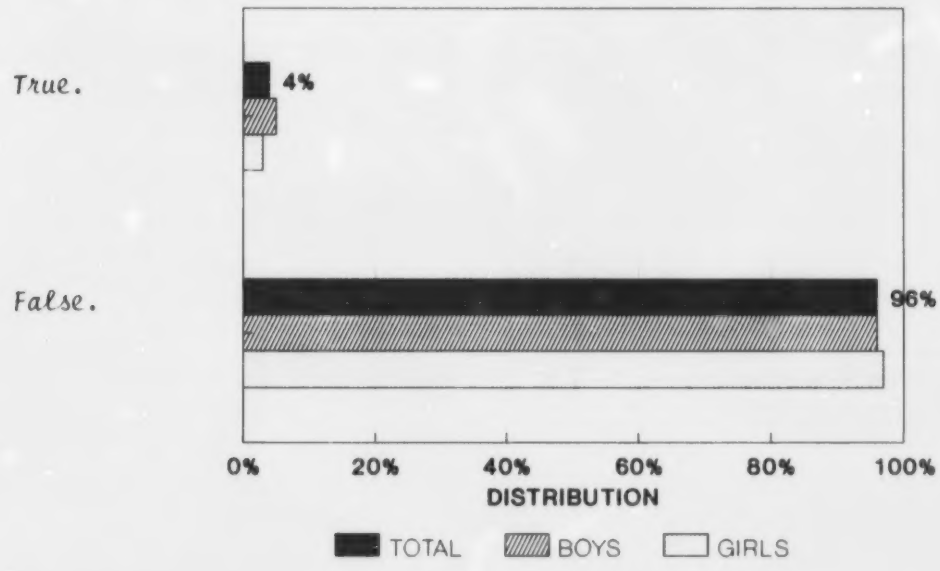


FIGURE 27

GRADE 9

49. I don't like going to school, at this school or any other.

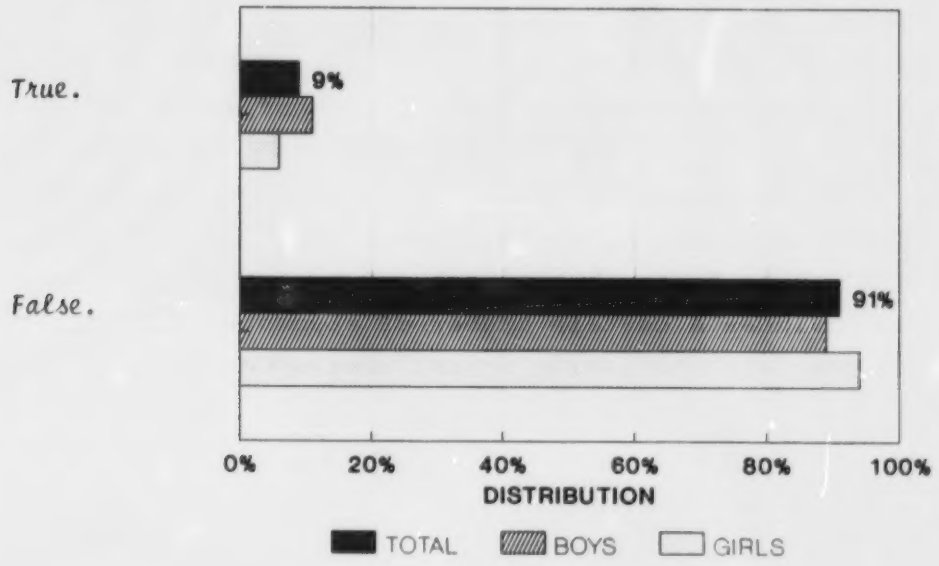
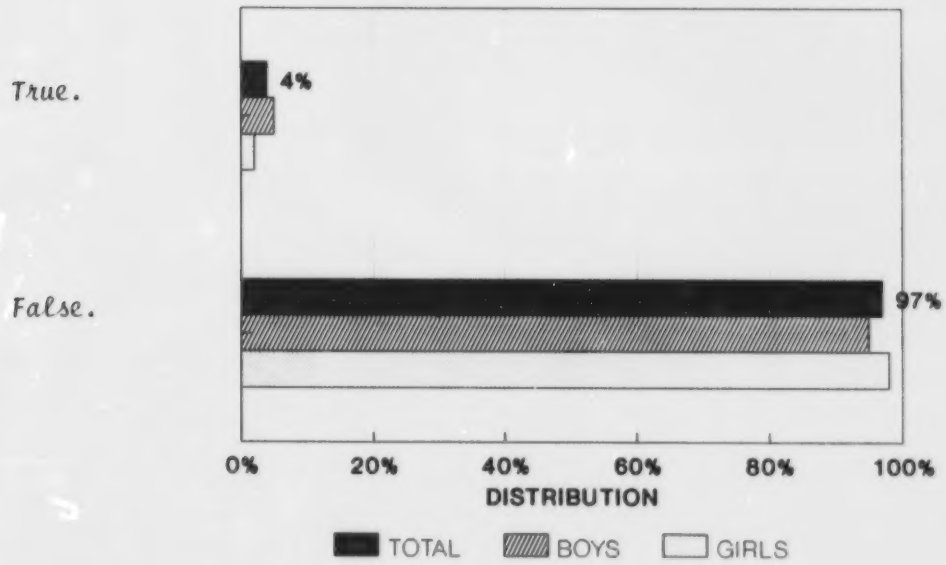


FIGURE 28

GRADE 9

53. When I am 16, I will take any job rather than continue to go to school.



Two factors of the "School and Me?" questionnaire, school work and self-confidence (Figures 29 to 38) share some characteristics. Fewer students are identified as potential dropouts at these factors. For those students identified these factors can be most serious, but, as they start their high school programme in Grade 9, the vast majority of students are relatively confident about their school work and few indicate a lack of self-confidence.

Even students who have accumulated deficits during their elementary schooling can regard their presence in Grade 9 as "a new beginning". But, for many reasons, Grade 9 convinces a certain number of students of their inability to complete their high school programme.

FIGURE 29

GRADE 9

7. During the last few years, have your results in school been satisfactory?

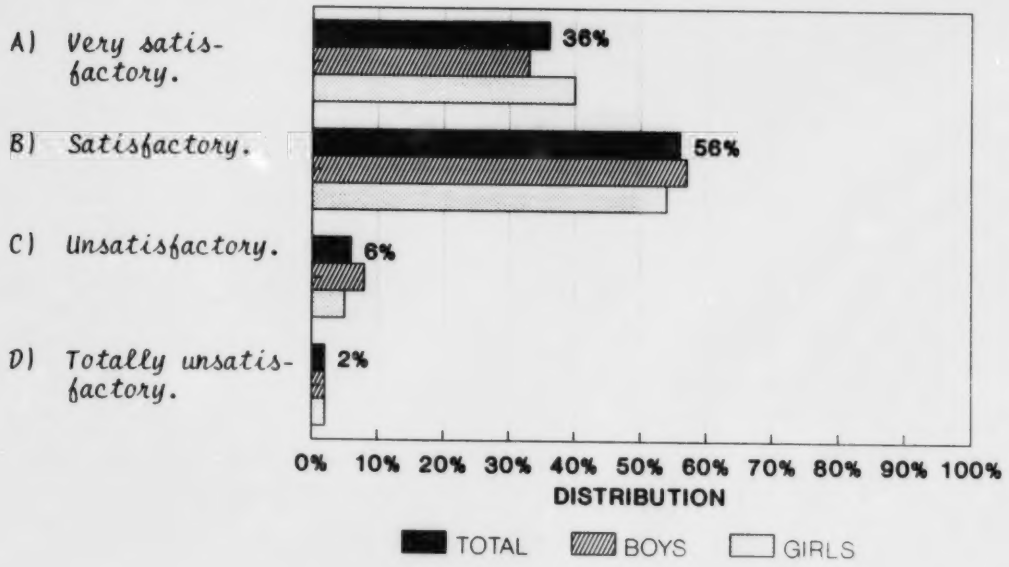


FIGURE 30

GRADE 9

8. Your ability to concentrate and pay attention during classes is:

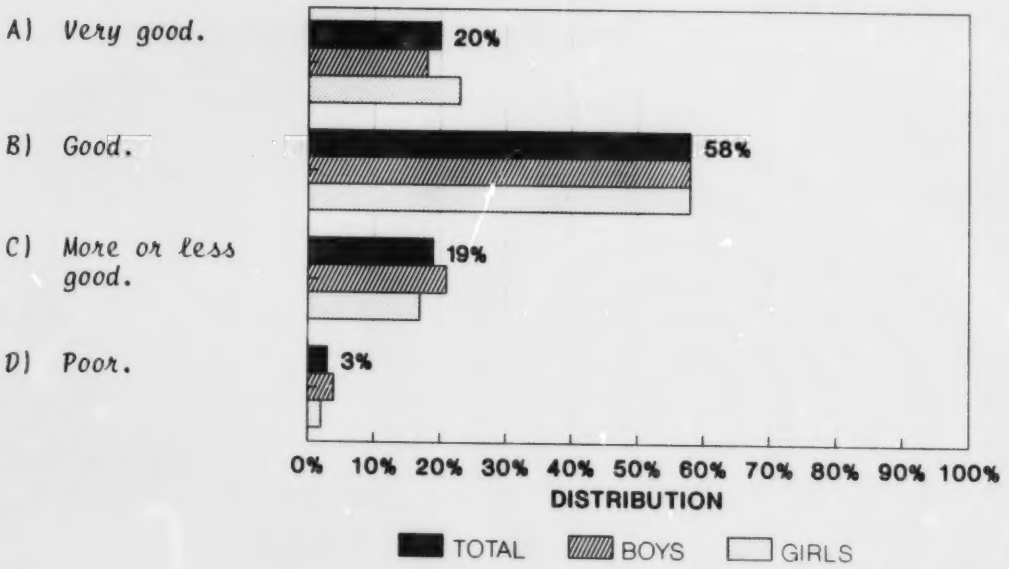


FIGURE 31

GRADE 9

11. Last year, what was your average in school?

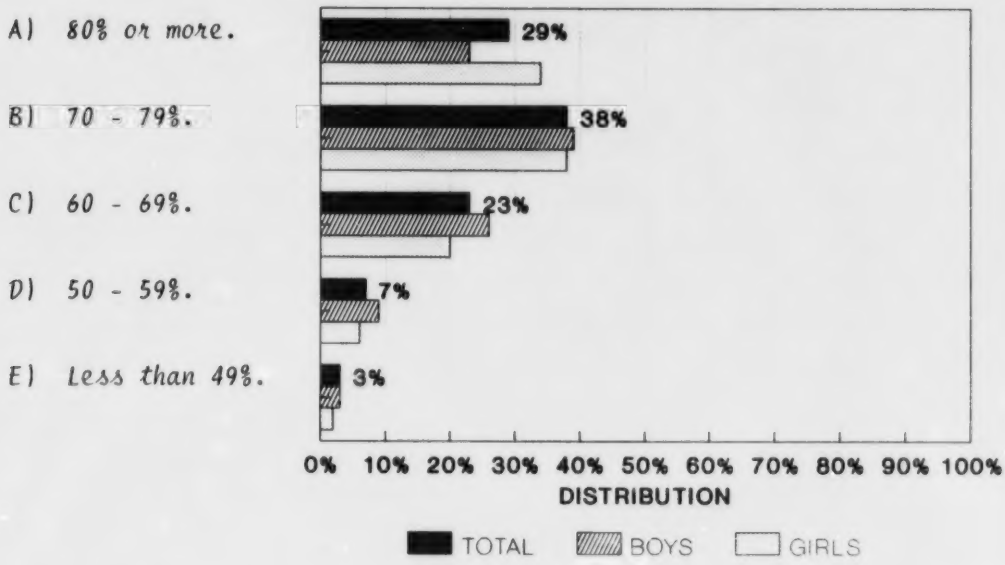


FIGURE 32

GRADE 9

19. If you think you are going to fail this year, would you prefer to quit school?

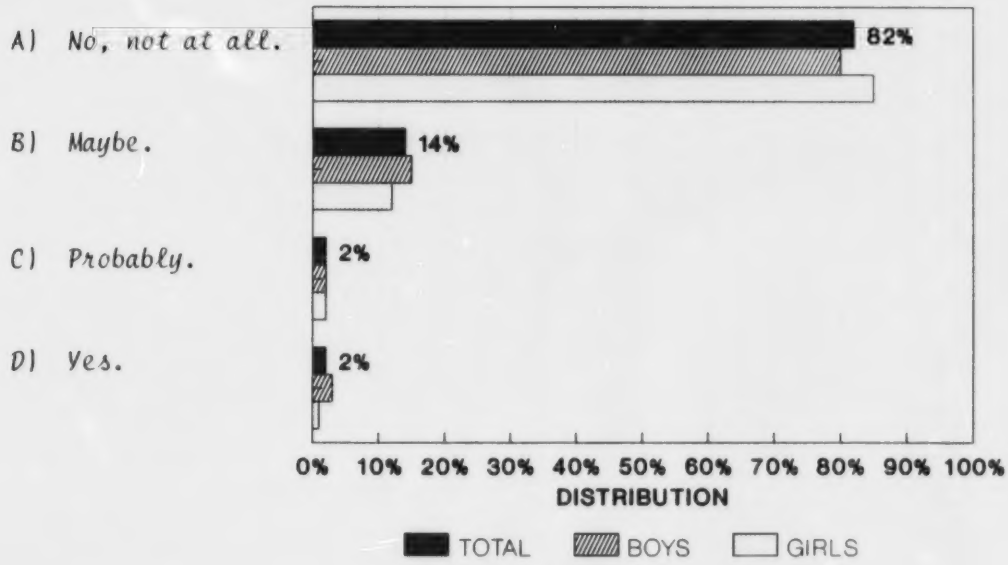


FIGURE 33

GRADE 9

20. How many hours a week do you spend doing your homework or studies at home?

A) More than 10 hours a week.

B) From 6 to 10 hours a week.

C) From 2 to 5 hours a week.

D) Less than 2 hours a week.

E) None.

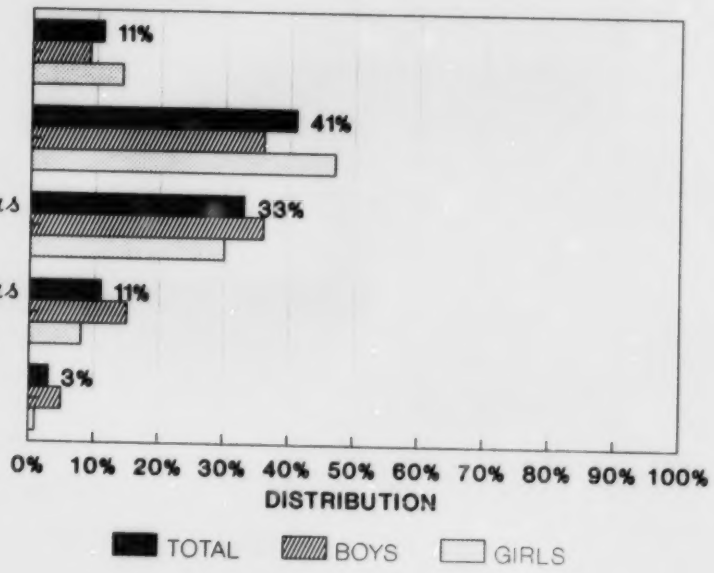


FIGURE 34

GRADE 9

27. I don't think I will do well in school this year.

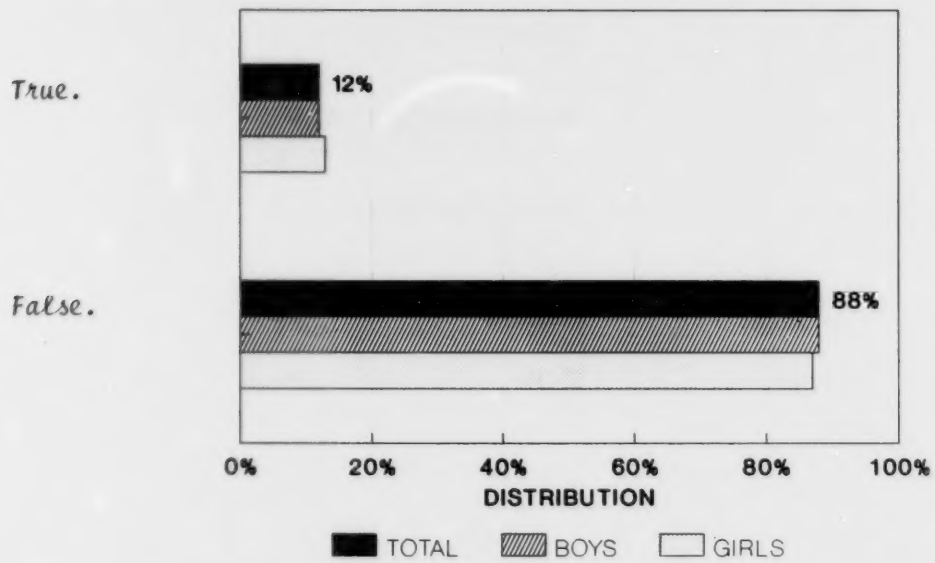


FIGURE 35

GRADE 9

28. In general, I am fairly sure of completing whatever I undertake.

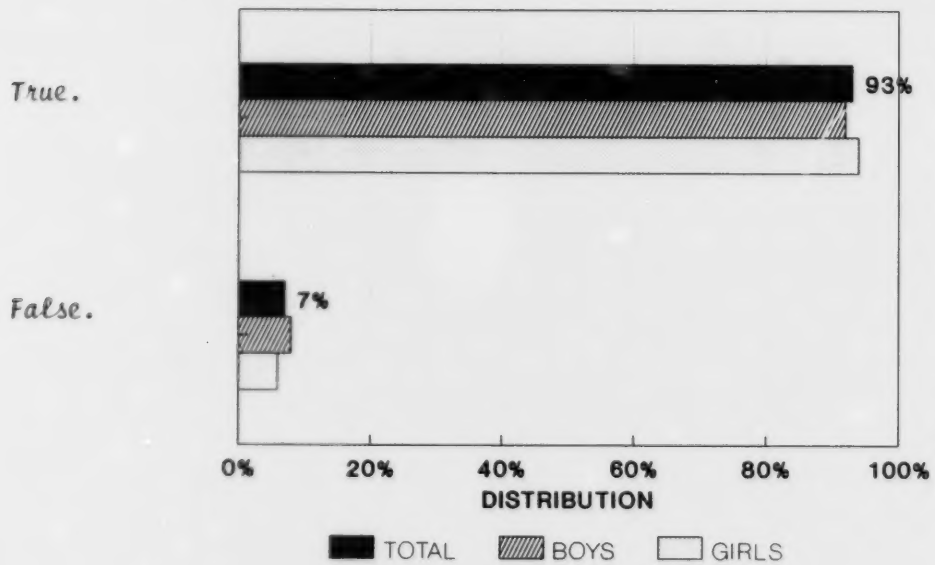


FIGURE 36

GRADE 9

32. I have confidence in my abilities at school.

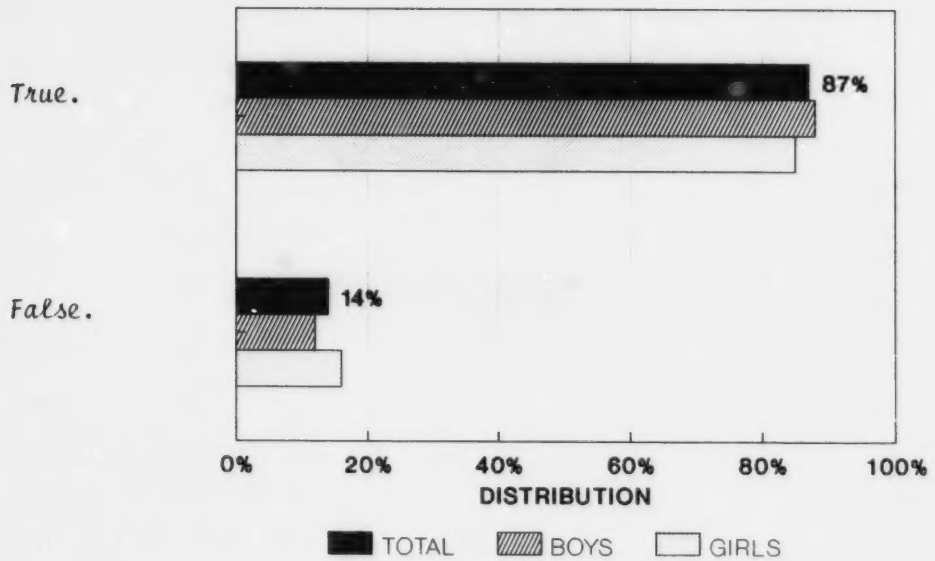


FIGURE 37

GRADE 9

44. This year, I think I will fail in at least two subjects.

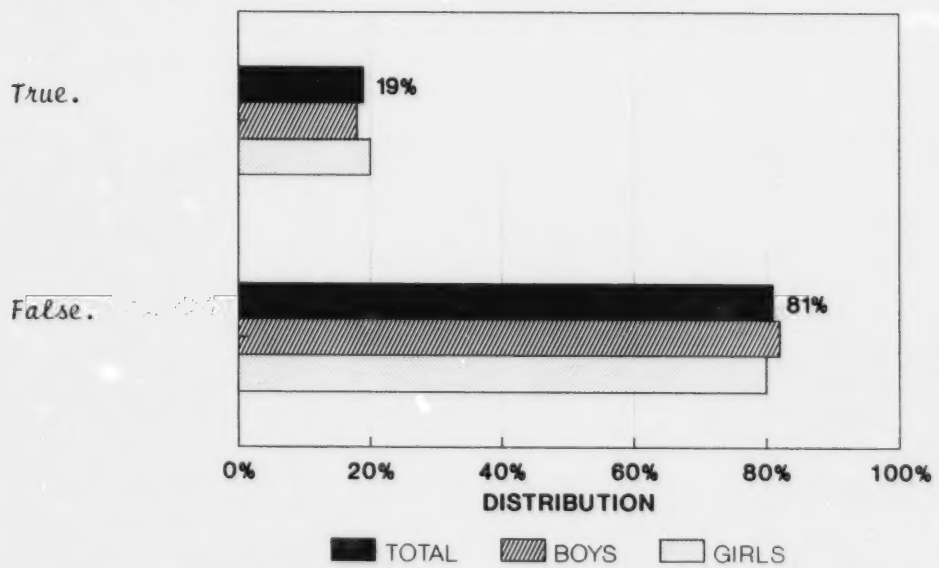
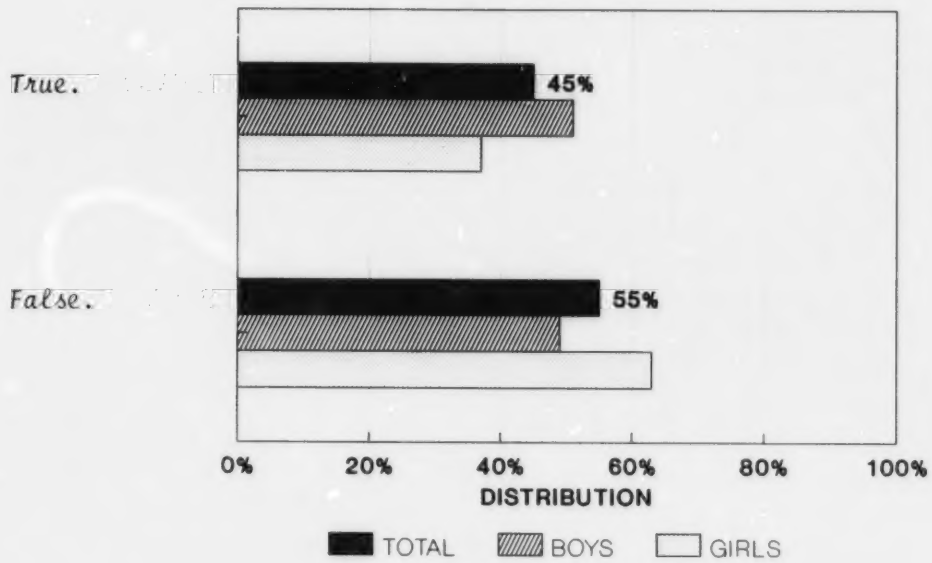


FIGURE 38

GRADE 9

48. *I am more successful in what I do outside of school than I am with my school work.*



Absenteeism can be regarded as a cause of school leaving and as an expression of other problems affecting the student. It is evident from the data collected from the students in the fall of 1987 and from other data collected over the past few years that some students early on in their high school programme are regularly absent from school. Also, in Grade 9, this is significantly more a boys' problem: approximately twice as many boys as girls are identified as dealing with problems related to absenteeism. This is also true for boys and girls in Grade 10.

ABSENTEEISM

FIGURE 39

GRADE 9

4. You would not miss school as much if you were paid to go to school. Do you share this opinion?

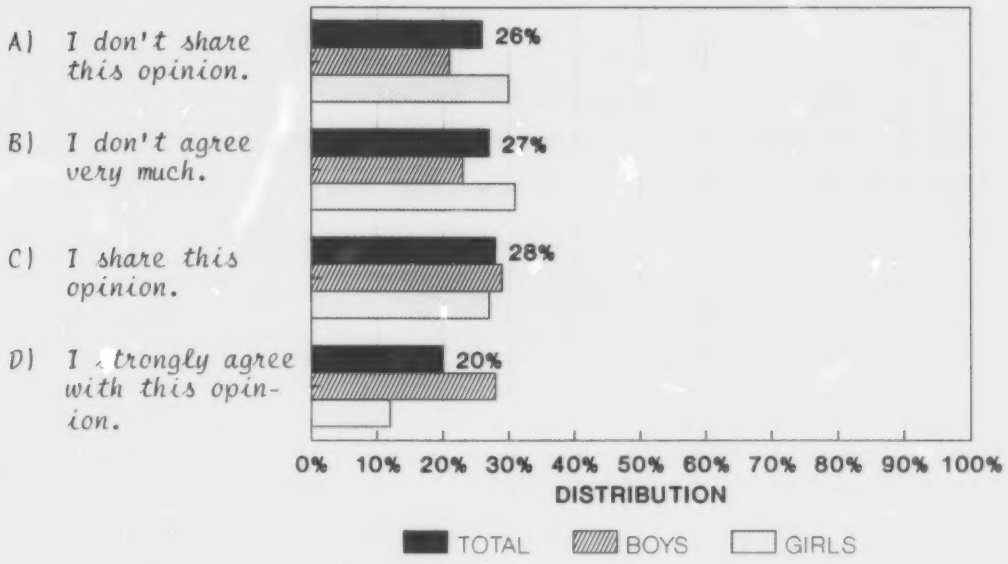


FIGURE 40

GRADE 9

9. What kind of person are you at school?

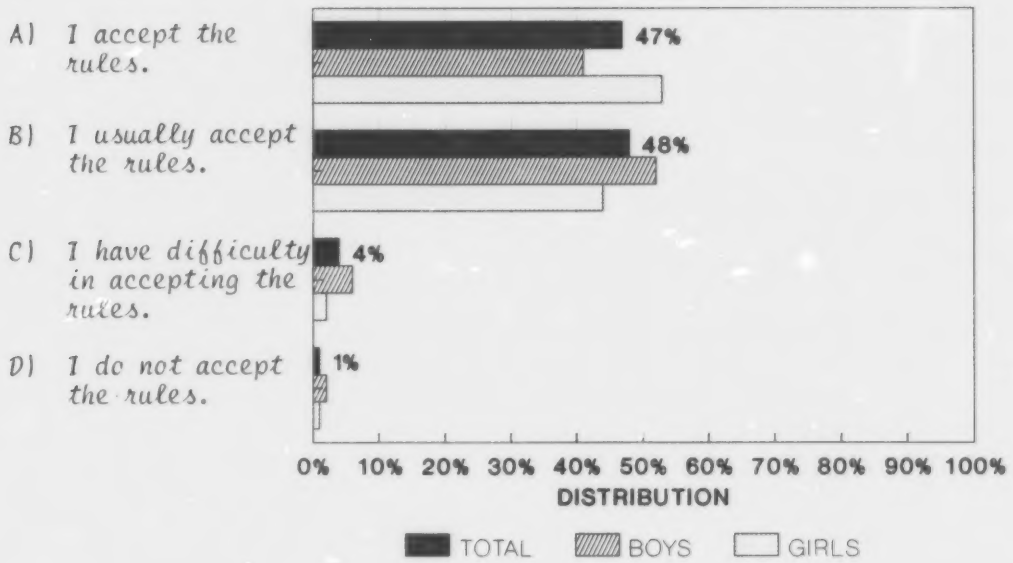


FIGURE 41

GRADE 9

14. Have you ever missed a class for a reason that the school authorities considered to be unacceptable? (skipped a class)

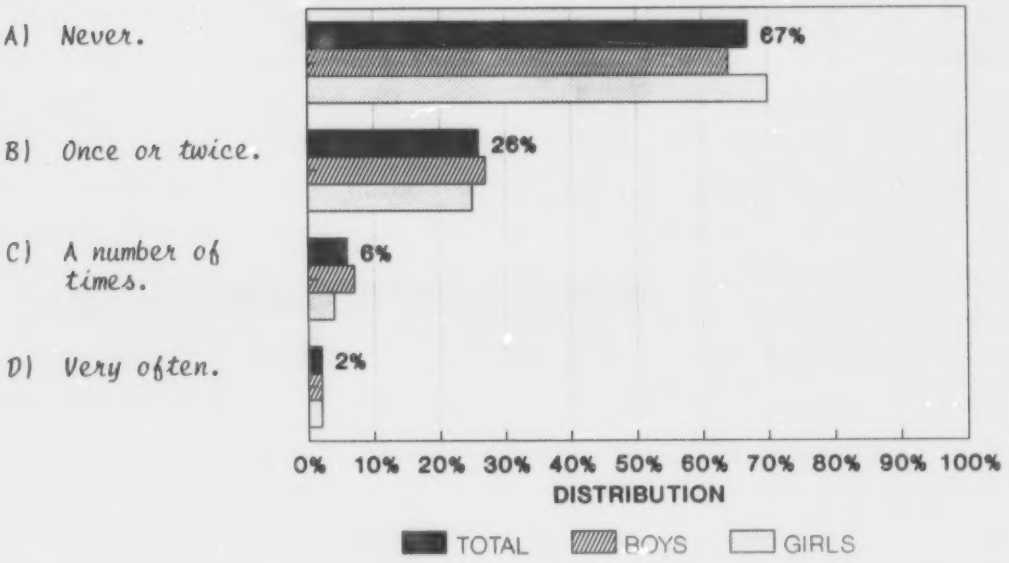


FIGURE 42

GRADE 9

36. I would miss school less often if I were paid to go to school.

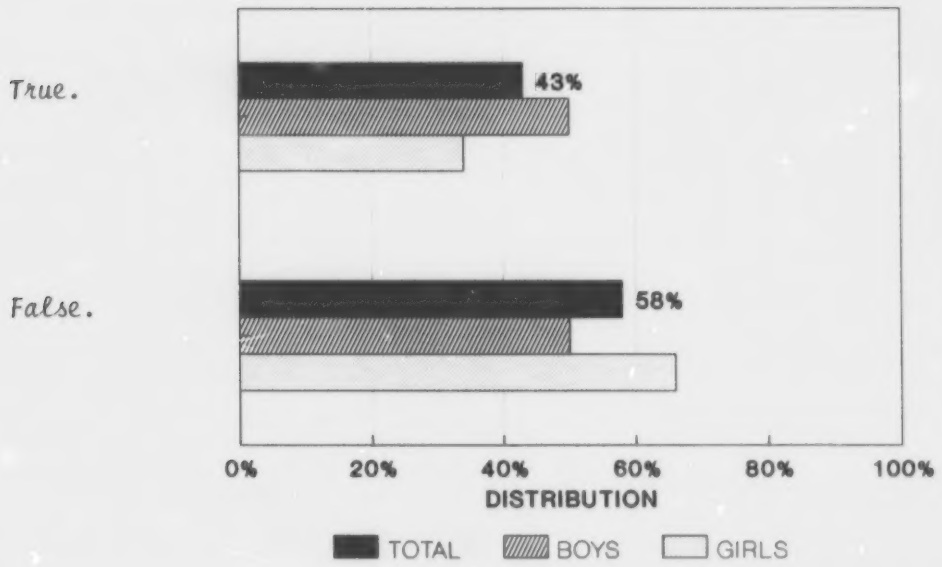


FIGURE 43

GRADE 9

42. I like to skip school.

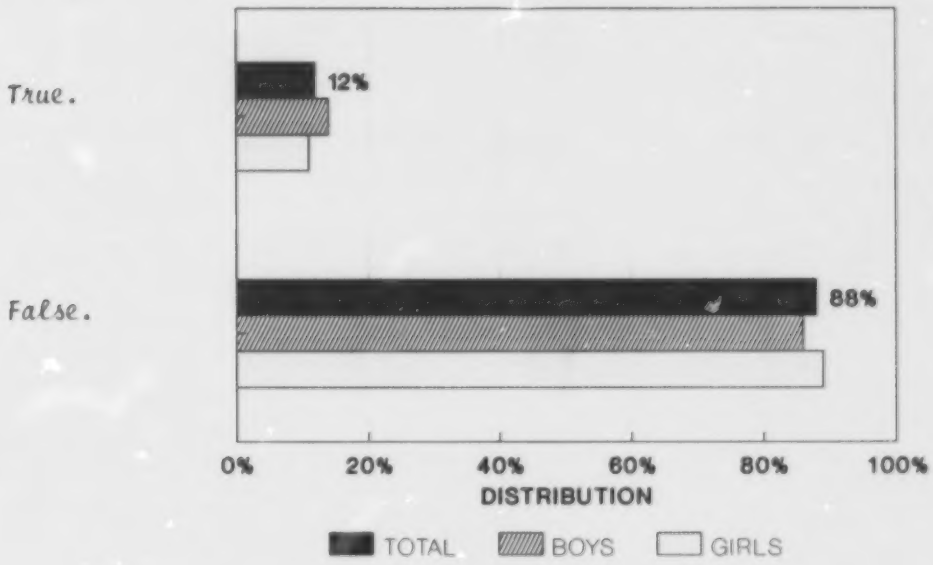
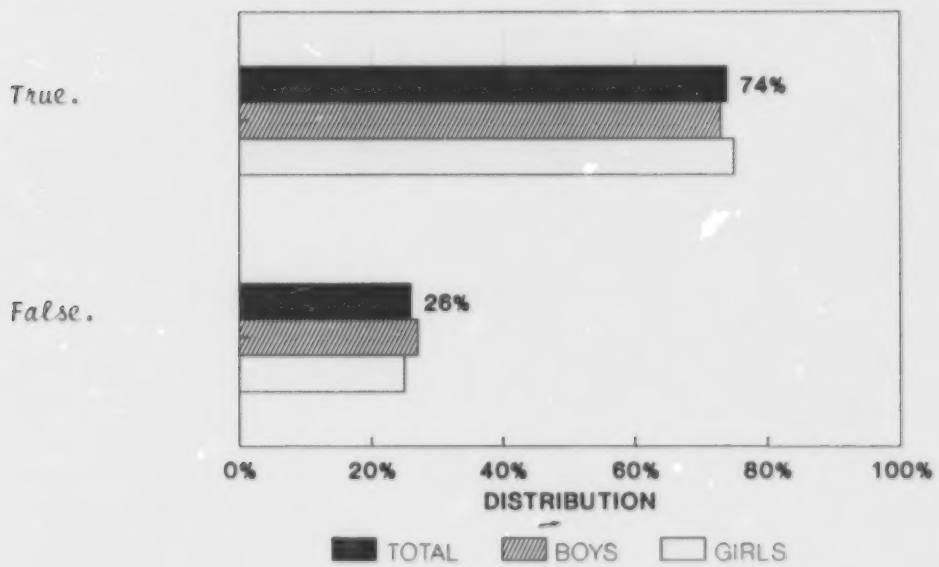


FIGURE 44

GRADE 9

47. I never miss school without a good reason.



A similar pattern was also found with the need for help from teachers items (see Figures 45 through 52). More boys expressed the need for more help from teachers. Most students indicated that they generally felt that the relationship with their teachers was good or very good. A large percentage of students indicated that they did not feel that their teachers knew how to encourage them or made an effort to understand the students. Of the students surveyed, 21% felt that they could not rely on their teachers to help them with their school problems. Potential school leavers are often students who feel that their teachers don't give them the will to learn, are not willing to understand them, and that their courses are not interesting. Again, the minority of students we are dealing with often have problems relating to teachers and often to their peers. In some cases, the perception of their "reality" is a true reflection of what is really going on. It is possible that teachers' attitudes towards students who are at risk of dropping out and the attitudes of the students themselves become self-fulfilling prophecies. Students and some educators believe that "the die is cast"; this attitude must affect the possible interactions that could benefit students and teachers alike.

F I G U R E 4 5

GRADE 9

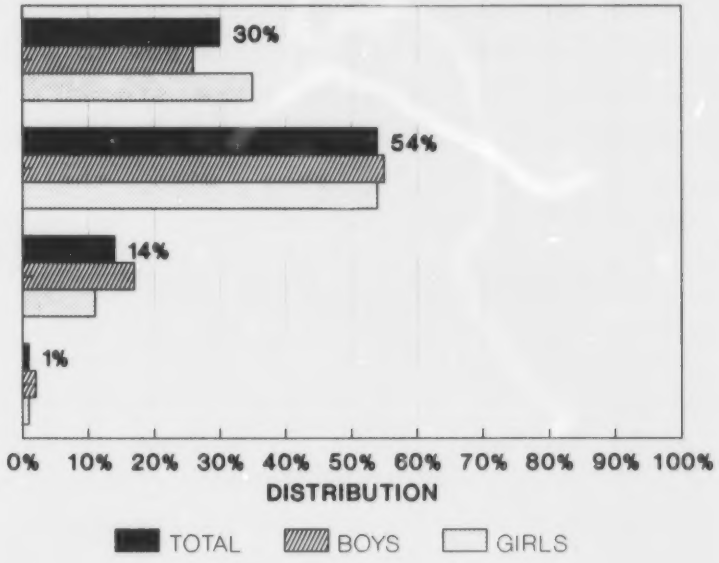
10. In general, how is your relationship with the teachers?

A) *Very good.*

B) *Good.*

C) *More or less good.*

D) *Poor.*



F I G U R E 4 6

GRADE 9

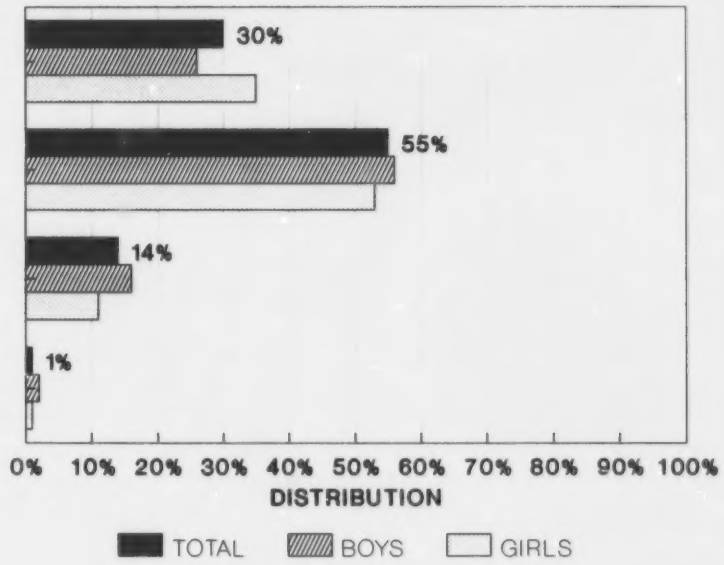
15. How is your relationship with most of your teachers?

A) *Very good.*

B) *Good.*

C) *More or less good.*

D) *Poor.*



NEED FOR HELP FROM TEACHERS

FIGURE 47

GRADE 9

26. When things don't go well, my teachers know how to encourage me.

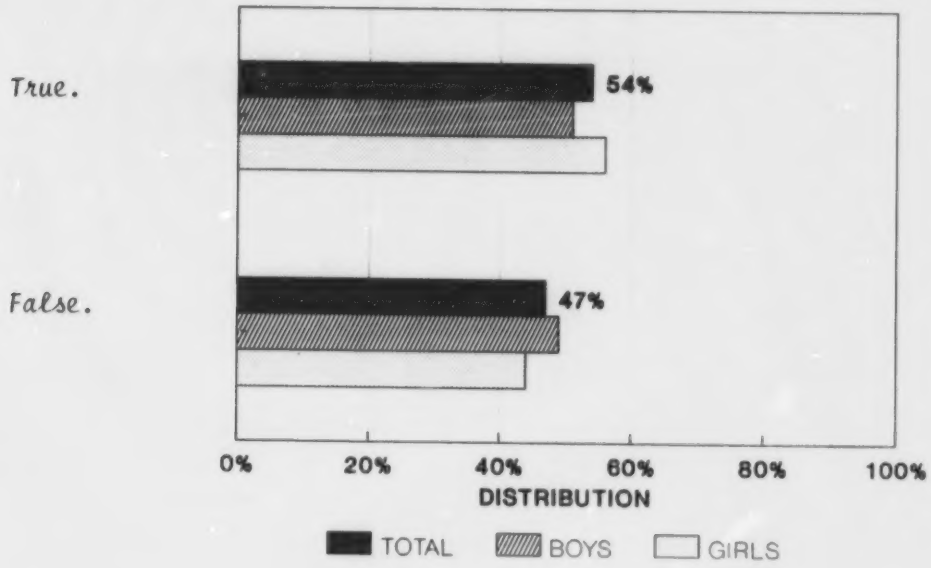
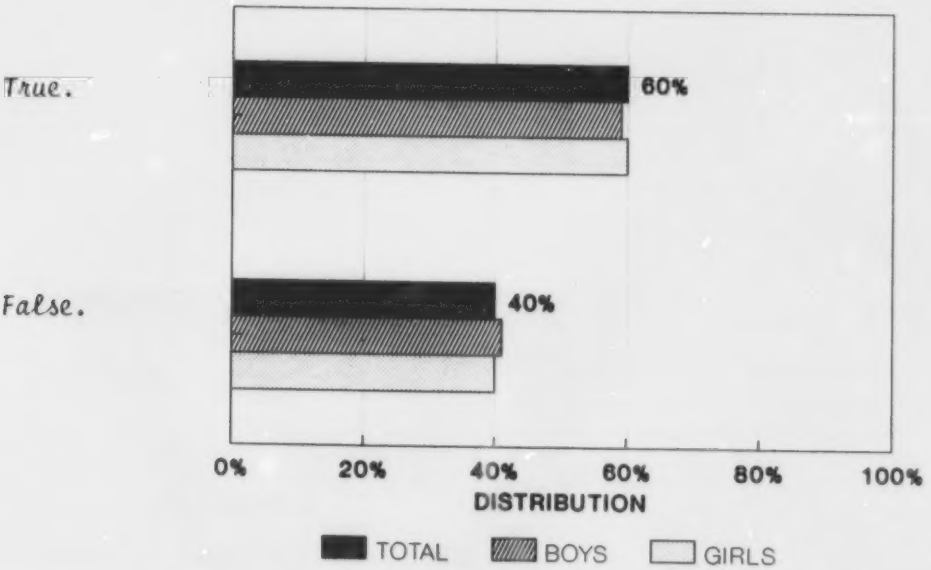


FIGURE 48

GRADE 9

35. When I have problems, most of my teachers make an effort to understand me.



NEED FOR HELP FROM TEACHERS

FIGURE 49

GRADE 9

40. Most of my teachers know how to make their courses interesting.

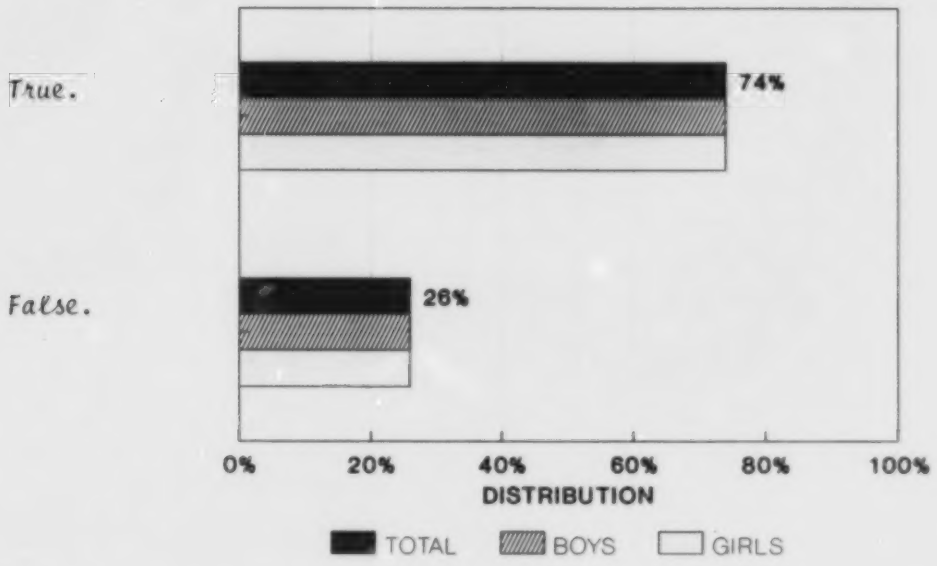
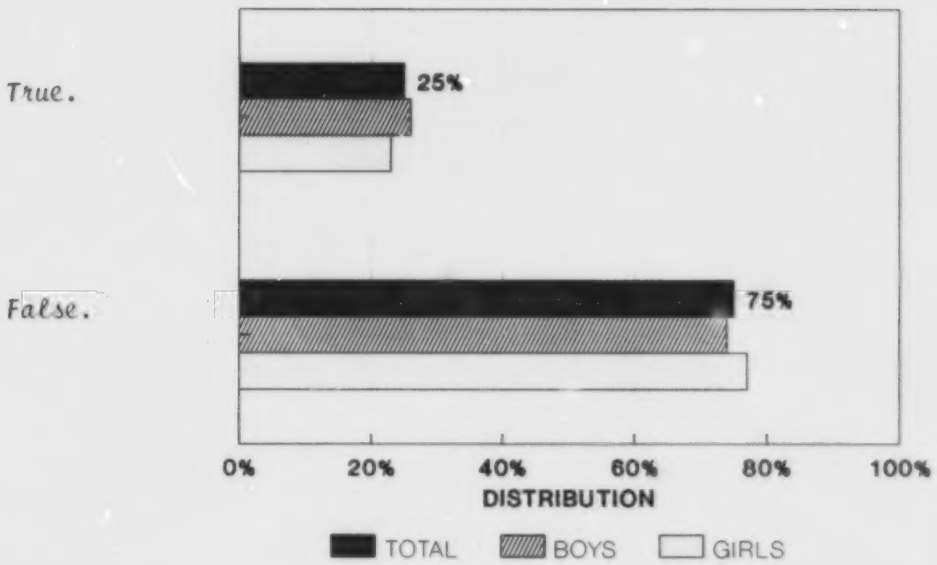


FIGURE 50

GRADE 9

45. In general, my teachers don't seem to understand me.



NEED FOR HELP FROM TEACHERS

FIGURE 51

GRADE 9

50. *In general, I am confident that my teachers will help me with my school problems.*

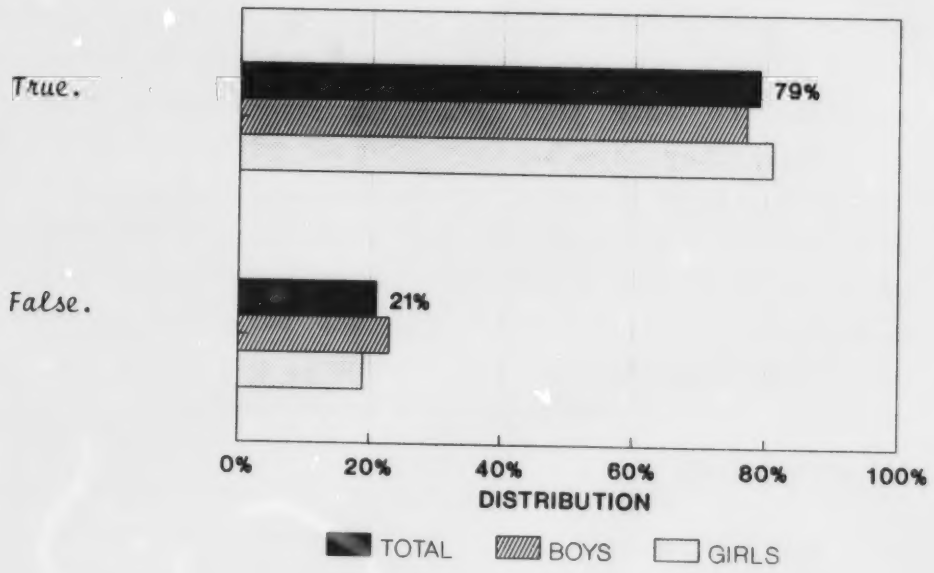
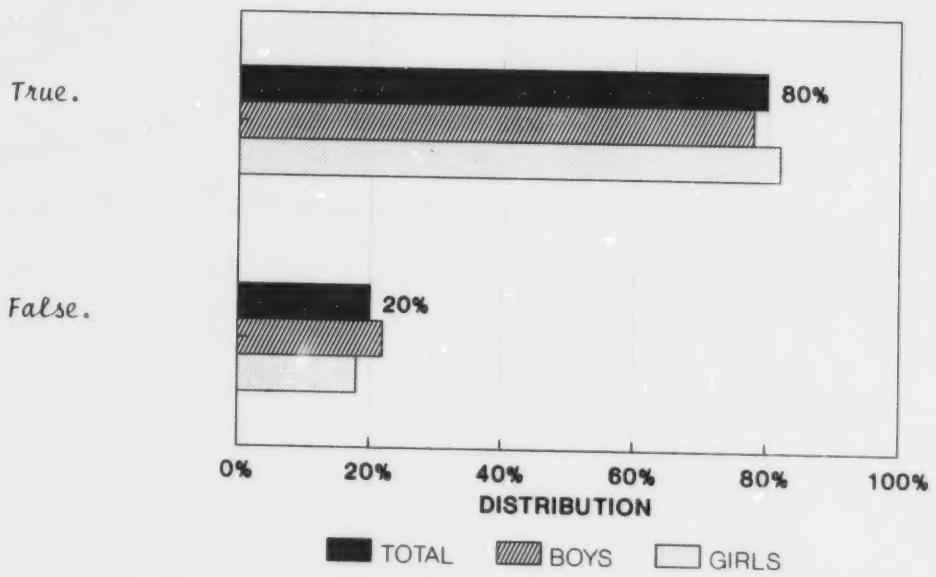


FIGURE 52

GRADE 9

52. *Most of my teachers are able to give me the will to learn.*



Students are administered the "School and Me?" questionnaire early in Grade 9 and they are asked about their general interest in school (see Figures 53 to 60). As they start their high school programme, most students will say that they generally like school, they are willing to work hard at school, and that most of their classes are interesting. In the case of potential dropouts, it is important to note that as they start their high school programme, they have already "turned off". They don't like school (or hate school), go to school simply because they have to, do not care or are seriously discouraged about their school failures, and generally find their school experience uninteresting. The gap between what they must accomplish in their high school programme and their expectations and needs is already serious.

Through the implementation of different types of intervention strategies, it is possible for committed educators to reach out and help some of these students. To reiterate, the data concerning that minority of students who are at risk of dropping out indicate that their needs are mostly within the affective domain. These needs affect other factors that will influence their school results, their relationships with teachers and peers.

FIGURE 53

GRADE 9

3. In general, do you like to go to school?

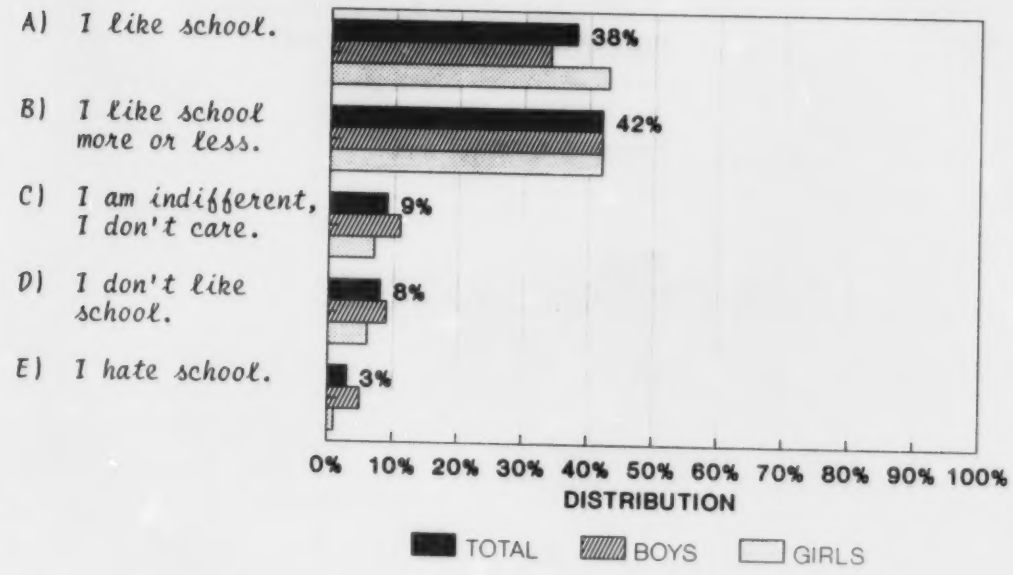


FIGURE 54

GRADE 9

6. Why do you go to school?

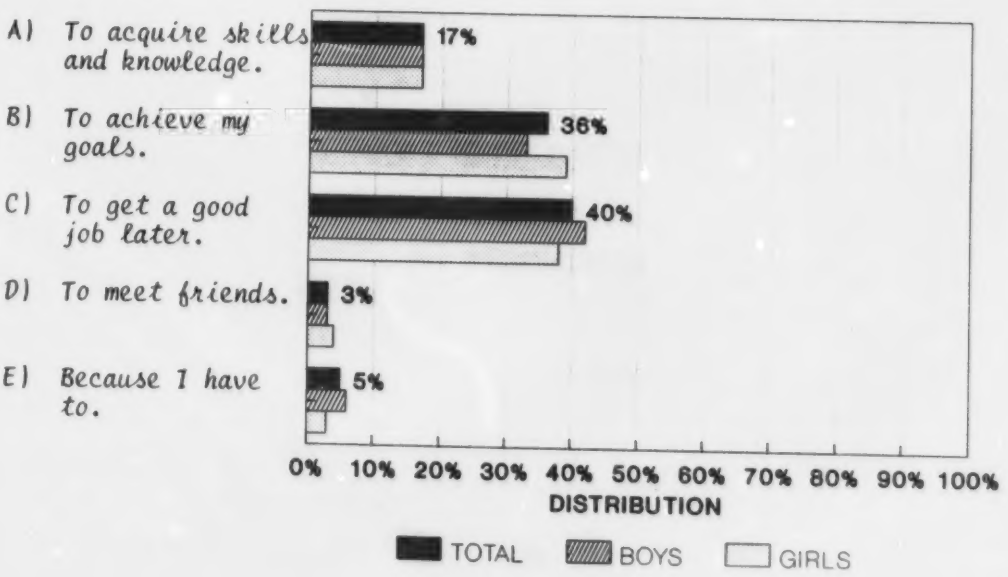


FIGURE 55

GRADE 9

12. How do you feel when you don't do well in an examination (when you fail)?

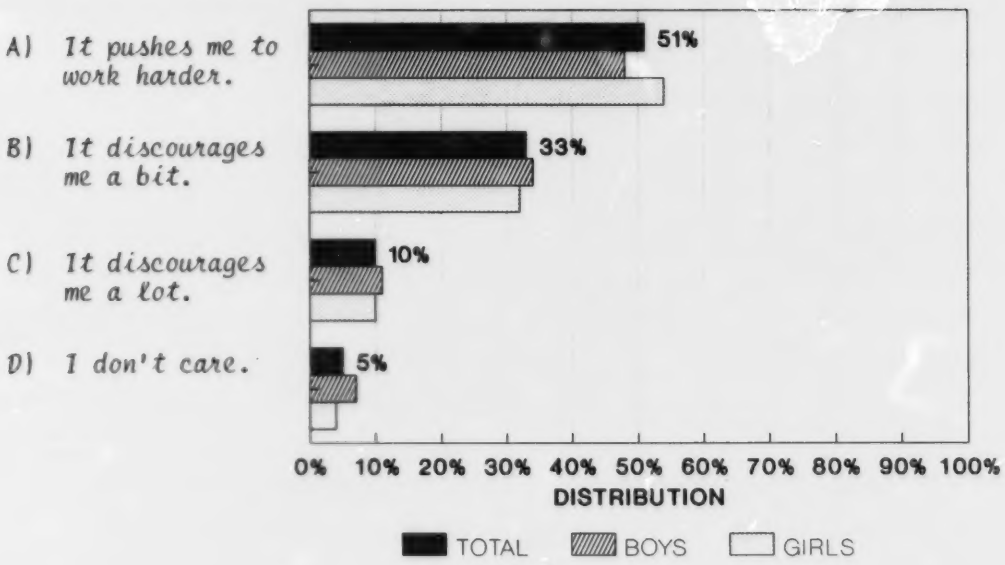


FIGURE 56

GRADE 9

16. This year, are your classes in school interesting?

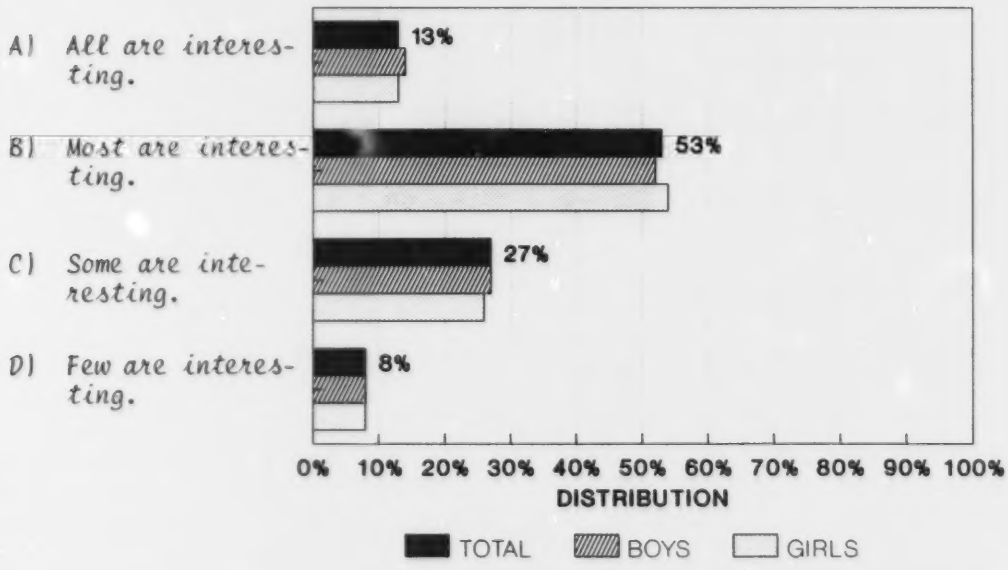


FIGURE 57

GRADE 9

30. I don't like the subjects that I must study at school.

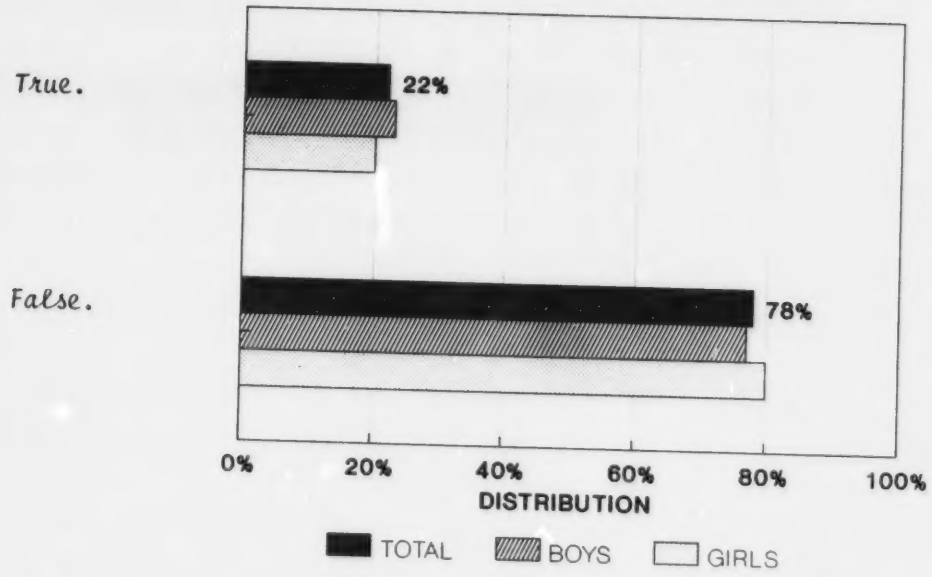


FIGURE 58

GRADE 9

31. In general, I like school.

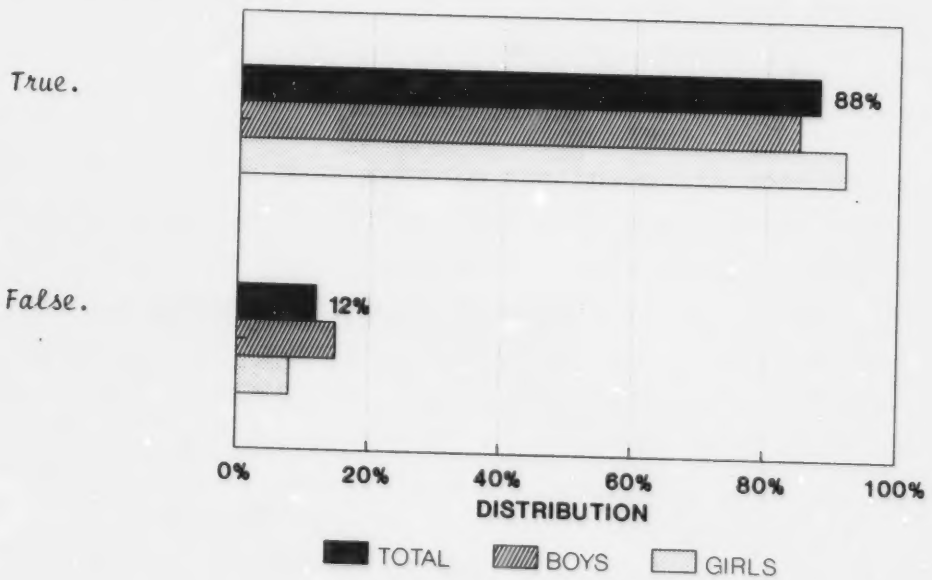


FIGURE 59

GRADE 9

39. School is OK.

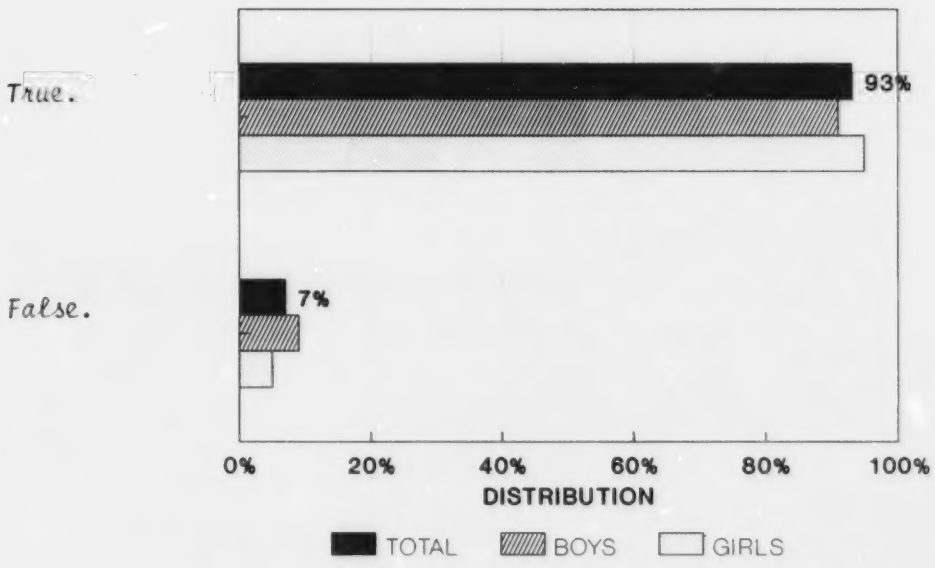
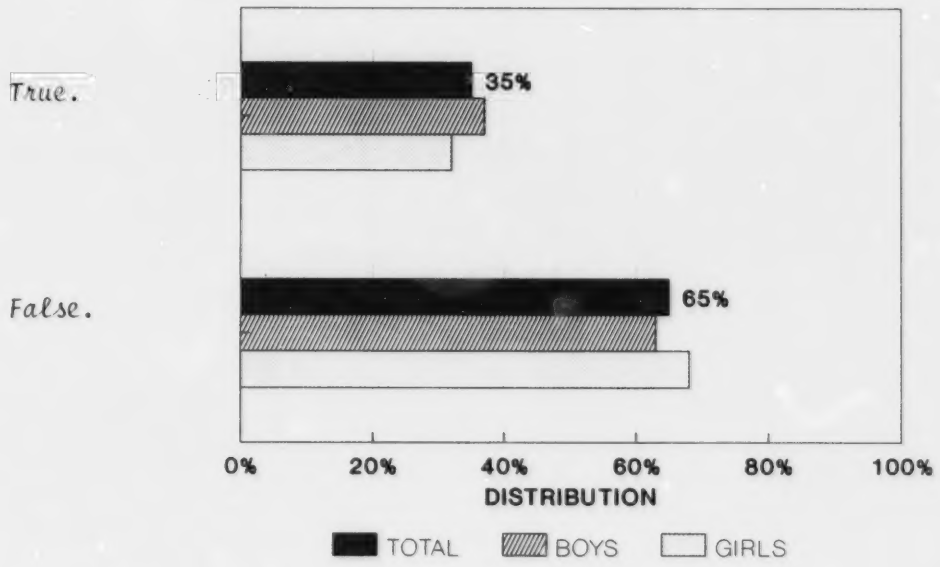


FIGURE 60

GRADE 9

43. I would like to have different courses than those I am now taking.



5. COMPARATIVE ANALYSIS - ENGLISH AND FRENCH COHORTS

This section presents comparative data gathered from English and French language students in the fall of 1987. We administered the "L'école et moi? / School and Me?" questionnaire to 2,668 students in 24 French-language high schools and 6,832 students in 40 English-language high schools. Comparisons between the two linguistic cohorts are interesting and in some ways enlightening. There are, however, limitations to these comparisons.

Firstly, the 1987-1988 school year was the third phase of our work in French-language high schools in Ontario. This represented our third large-scale administration of the "L'école et moi?" questionnaire in the French-language high schools. We administered the questionnaire in Grade 9 only during the first year of this project, and in Grade 9 and 10 in subsequent years, and that version of the questionnaire has been designed for Grade 9 and 10 students. The work over the three-year period has permitted us to complete certain tasks. Through item analysis, it was possible on a yearly basis to improve the questionnaire. We were able to suggest and help implement different intervention strategies in a number of French-language high schools over the three-year period.

The data gathered in the fall of 1987 include data from French-language high schools that have, in some cases, implemented intervention strategies over three years. This is in comparison to English-language high schools where the questionnaire was administered for the first time and where administrators and teaching staff were being introduced to the idea of intervention strategies with the potential school leavers that were identified with the questionnaire.

Implementing intervention strategies for a special target group requires some effort by educators in every high school involved. The French-language pilot project shows that certain intervention strategies can make a significant difference in lowering the dropout rate and facilitating the retention of students in high school. For many reasons, not all French-language and English-language high schools fully implemented intervention strategies for their identified students over the 1987-1988 school year. But, all in all, the work completed in high schools has had a significant effect on students over time. The initial effect is, of course, not on the students who are entering Grade 9 but on the administration and teaching staff who welcome them, and in some cases, have intervention programmes already in place as the students start their high school programme. It is in those high schools that have the most complete intervention programme where the strongest effect has been noted on the number of students identified as potential school leavers and ultimately on the number of actual dropouts.

Aside from the linguistic factor in the data gathered from the English and French cohorts, there are many factors that have an influence on responses. The general socio-economic status of the students, the make-up of the school staff, cultural and social factors, etc. can all have an effect on the students and their general perceptions. We have encouraged schools over the past few years not to make "free" comparisons between the data from different high schools. As stated earlier, the data gathered with this questionnaire is of interest to the particular high school involved and the student subgroups within that high school.

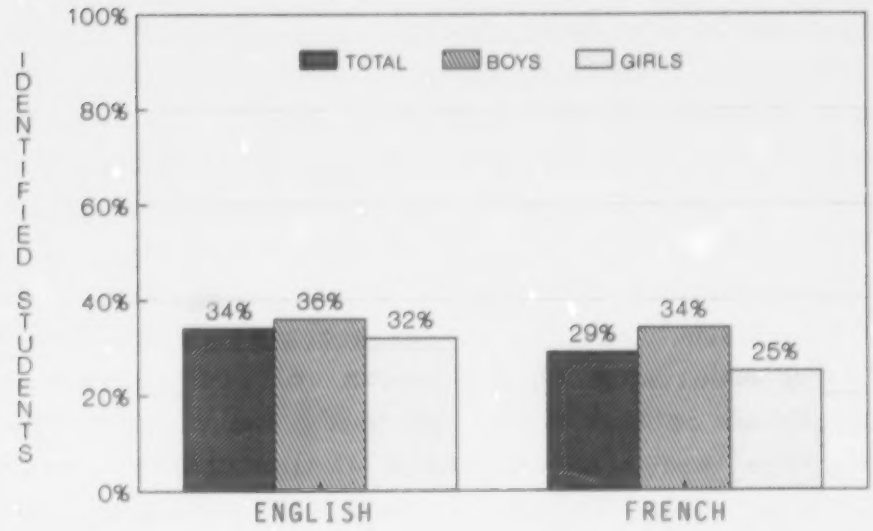
We identified 34% of the English-language cohort and 29% of the French-language cohort as potential school dropouts (see Figure 61). As in the past three years in

the French-language high schools, more boys were identified as potential dropouts in the English-language high schools. More boys than girls do drop out of high school, and this is reflected in the data gathered from the majority of high schools that participated in the projects. These gender differences are evident in the overall data and in the results by factor and question. We believe that the overall differences in the English and French high schools are primarily due to the effects that the different phases of our projects have had in French-language high schools.

No important differences were found overall in the data concerning the family characteristics items (Figure 62). The results at this factor have been stable over the three phases of the French project, and compare with the English-language cohort results. Significant differences were found also between boys and girls from the two cohorts. Some "descriptive" differences were found by question. More students in the French-language cohort (81%) indicated that they were living with both parents, in comparison to those in the English-language cohort (76%). When asked about their parents' education, more English-language students indicated that their parents had attended college and university than did French-language students. These "descriptive" differences did not significantly affect the percentage of students identified at this factor.

FIGURE 61

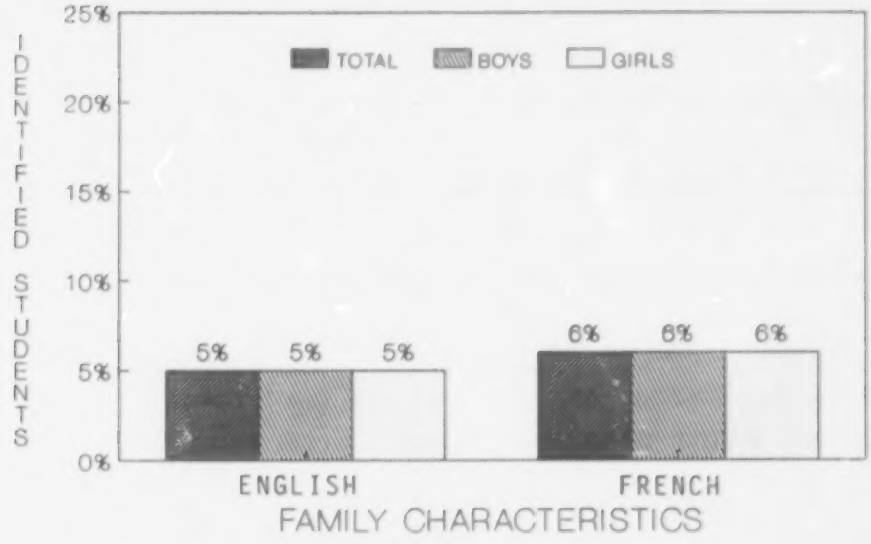
Percentage of Identified Students, Grade 9
English and French Cohorts, 1987



ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

FIGURE 62

Percentage of Identified Students, Grade 9
Family Characteristics
English and French Cohorts, 1987

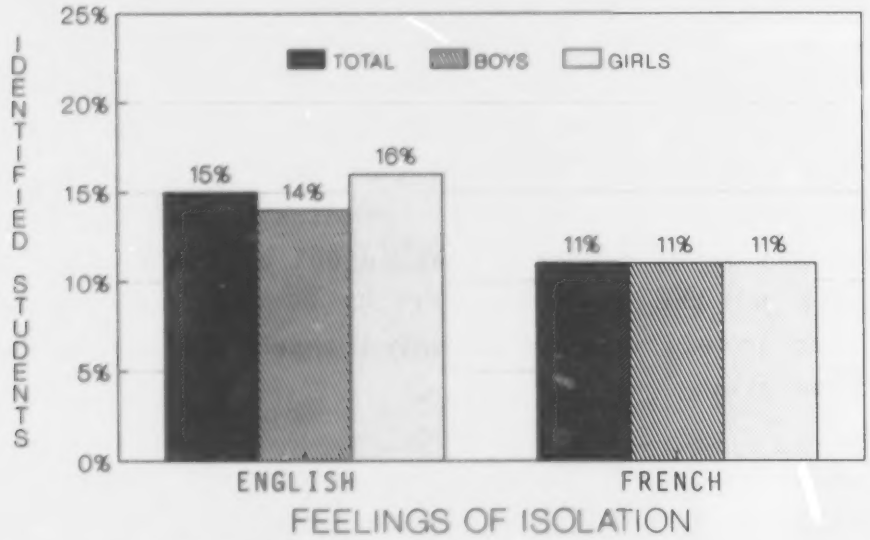


ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

Figure 63 shows the overall results for the feelings of isolation factor. The percentage of students identified as dealing with problems related to feelings of isolation was high in both English and French-language high schools. In many high schools it was at this factor that the highest percentage of students were identified. The higher percentage of students identified was in English-language high schools, 15% in the English cohort and 11% in the French-language cohort (Figure 63). There were gender differences found in the data from many high schools, but no constant differences were observed.

F I G U R E 6 3

Percentage of Identified Students, Grade 9
Feelings of Isolation
English and French Cohorts, 1987



ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

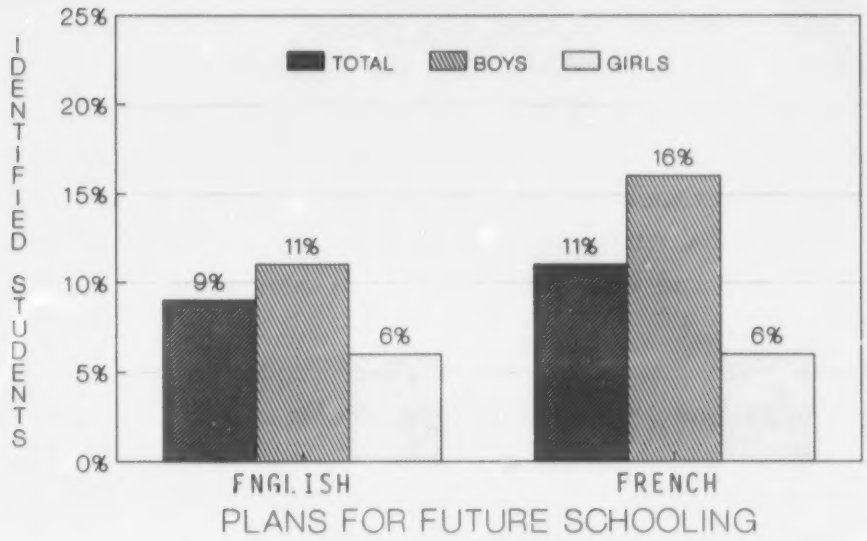
The results found of the plans for future schooling factor are interesting in two ways. Firstly, we identified more students from the French-language cohort dealing with problems related to their future schooling (Figure 64). Secondly, in both cohorts, twice and almost three times as many boys were identified at this factor. It is evident that, as early on as Grade 9, more boys are convinced of their inability to complete a high school programme. More boys than girls (although this is as serious a problem for girls) have accumulated deficits over their schooling which do not permit them to have confidence in their ability to meet the demands of high school programmes. As discussed in the report on the three phases of the project in French-language high schools, French-language educators have to respond to a larger number of boys dealing with such problems. (See Quirouette, Pierre et al. Francophone Dropouts. Toronto: Ministry of Education, 1989.)

The data on this factor reveal another problem. This problem is not with the percentage of students identified as having difficulties with future schooling plans, but with the level of education that the vast majority of students expect to reach (Figure 65). For both cohorts, the vast majority of students in Grade 9 (a subsequent survey in Grade 10 revealed the same pattern) expect to proceed to postsecondary studies, specifically to university level studies, that is 60% of the English cohort and 54% of the French cohort. Between 80 and 90% of students in all schools surveyed expect to attend college or university.

Reality is not as generous in Ontario today. Only a minority of students proceed to university level studies and college programmes. We believe that these unrealistic expectations on the part of many students can play a role in eventually discouraging students who have already

F I G U R E 6 4

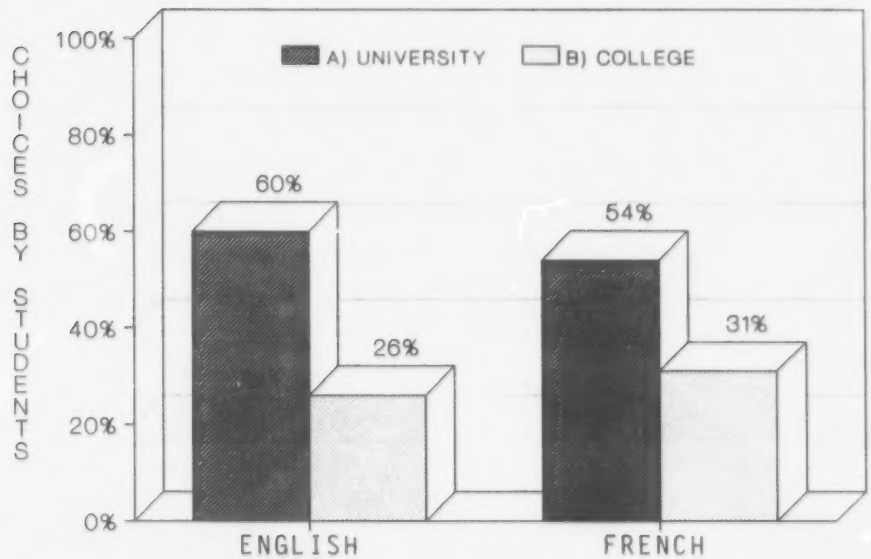
Percentage of Identified Students, Grade 9
Plans for Future Schooling
English and French Cohorts, 1987



ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

F I G U R E 6 5

Question 5 : What level of education do you want to reach?
Choices A and B, English and French Cohorts
Grade 9 students, 1987



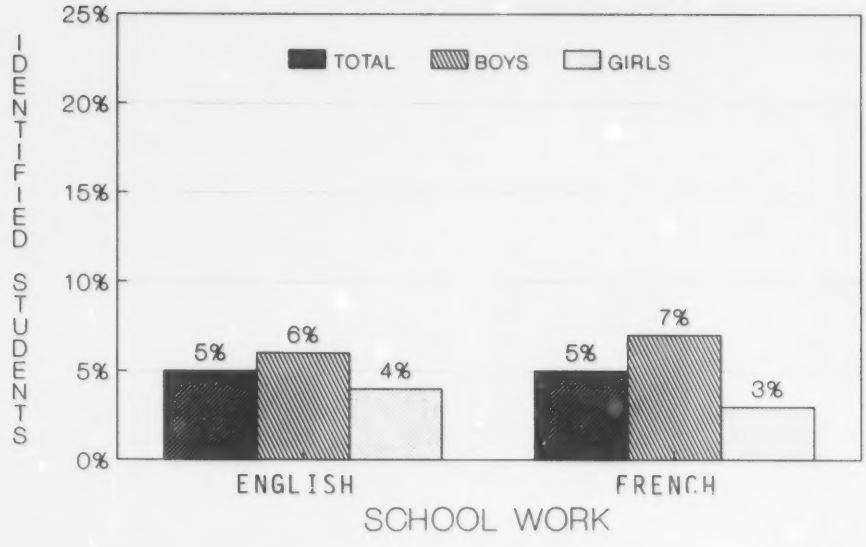
accumulated deficits to simply drop out of their high school programme. Some students find themselves in Grade 10 or 11 with goals that they now realize can never come to fruition. Students are in general very open about their expectations and goals. The policy of many educators is that all students should aim "high". To encourage some students to do so is not to their benefit. As previously mentioned, it would be to the great benefit of many students if the school system were to recognize and give greater importance to the Grade 12 diploma. We emphasize the importance of postsecondary education but forget that we are directing our attention to a minority of students.

The percentage of identified students on the factors school work and self-confidence are shown in Figures 66 and 67. Few differences were found between the English and French cohorts. A slightly higher percentage of boys was identified as having problems with their school work in both English and French high schools. This reflects the general pattern of the data on boys. In Grade 9 few students were identified as having problems with self-confidence. The overall results for both linguistic cohorts were essentially the same in the fall of 1987. In Grade 10 the percentage of students identified on this factor is higher.

The data for the absenteeism factor did reveal an interesting difference between the English and French cohorts (Figure 68). Significantly more students were identified in the English cohort as having problems related to absenteeism. In terms of gender, the English and French cohorts exhibited a similar pattern: more boys than girls were identified. Boys seem to have a greater aptitude for

FIGURE 66

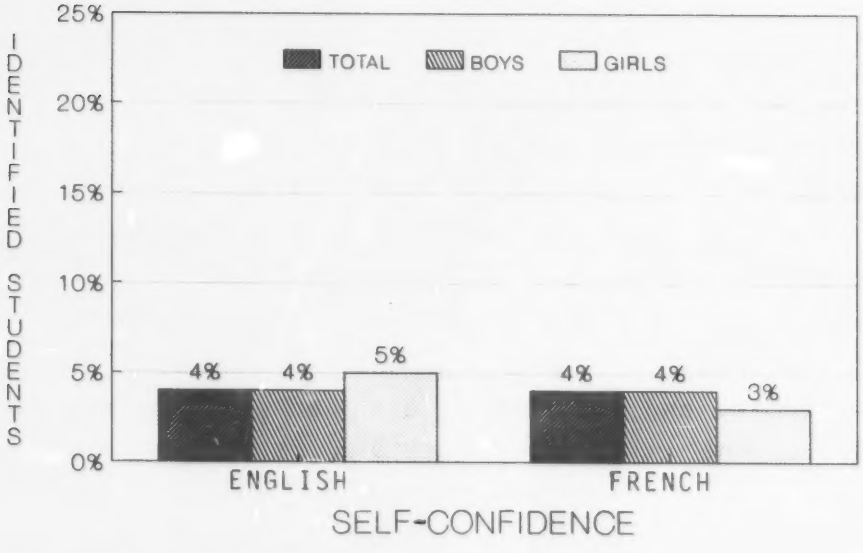
Percentage of Identified Students, Grade 9
School Work
English and French Cohorts, 1987



ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

FIGURE 67

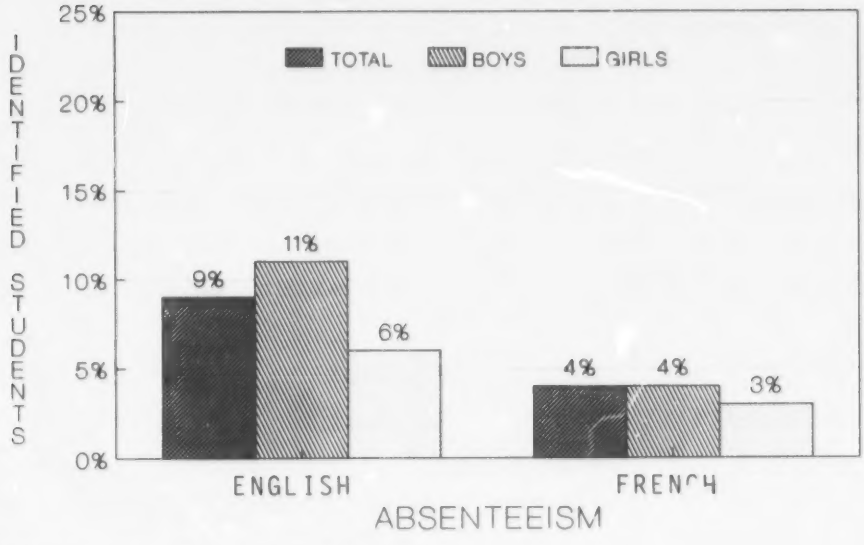
Percentage of Identified Students, Grade 9
Self-Confidence
English and French Cohorts, 1987



ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

FIGURE 68

Percentage of Identified Students, Grade 9
Absenteeism
English and French Cohorts, 1987



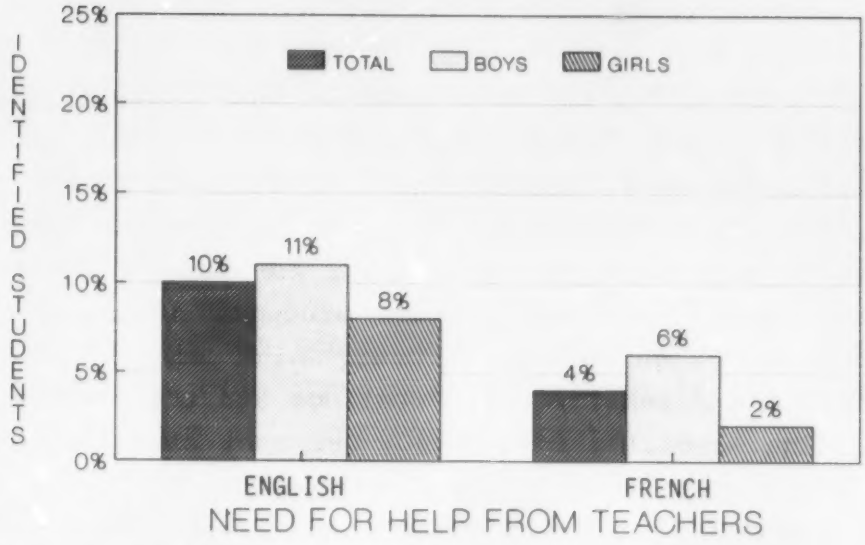
ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

learning in Grade 9 about the "virtues" of "skipping". Absenteeism or truancy can become a manifestation of serious dissatisfaction with a student's school programme and relationship with teachers.

Students were asked about the support that they would like to get from teachers or that they feel is not offered by their teachers (Figure 69). On this factor, more students were identified in the English-language cohort. This could reflect the effect that the implementation of intervention strategies has had in French-language high schools. Over the past three years, the administration and staff of many French-language high schools have been sensitized to and informed of the needs of potential school leavers. The results of Question 26, Figure 70, are an

FIGURE 69

Percentage of Identified Students, Grade 9
Need for Help from Teachers
English and French Cohorts, 1987



ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

FIGURE 70

Question 26 : When things don't go well, my teachers know how to encourage me.

Choice B) False, English and French Cohorts
Grade 9 Students, 1987

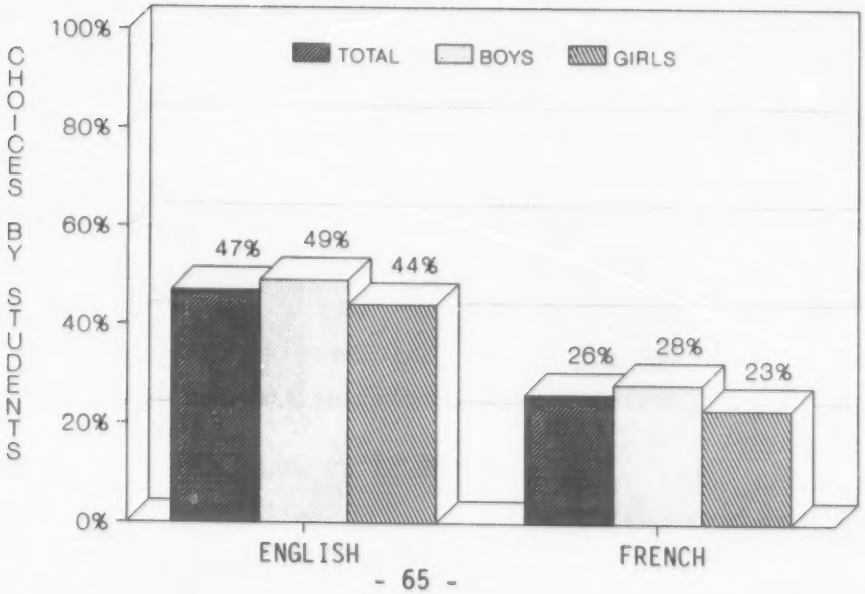
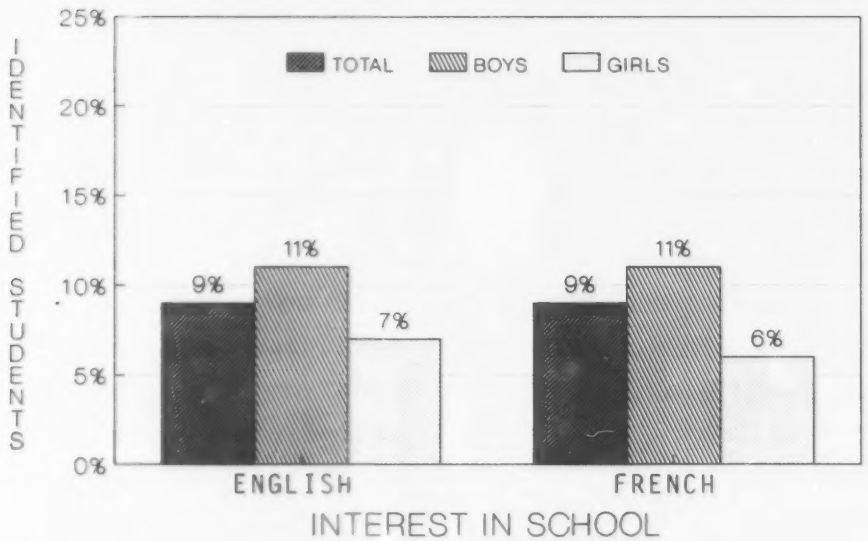


illustration of the different perceptions that the English and French-language students reported in answering the "School and Me?" questionnaire. Substantially higher percentages of students, boys and girls, indicated that when things didn't go well their teachers did not know how to encourage them.

The revealing characteristic of the interest in school factor results (Figure 71) is that so many students, particularly boys, were identified as essentially having very little interest in their school programme. This, when students have been in high school for only a few months. It is clear, once again, that students do not drop out because of high school. Their high school years can confirm and intensify their feelings and their perceptions regarding schooling in general, but many students, as they arrive in high school, are disaffected with their school "experience". Both English and French cohorts gave essentially the same response pattern on this factor.

FIGURE 71

Percentage of Identified Students, Grade 9
Interest in School
English and French Cohorts, 1987



ENGLISH SCHOOLS: 6,832 STUDENTS
FRENCH SCHOOLS: 2,668 STUDENTS

6. INTERVENTION STRATEGIES

The data on school leavers that we have been gathering over the past few years have enabled us to describe with more precision the types of problems that students are dealing with and that can influence some of them to abandon their school programme. Our analysis of the data and our experience with teachers and students have greatly improved our suggested intervention strategies. They are now more congruent with the needs of the students at risk of dropping out.

Over the 1987-88 school year, the majority of the 40 English-Language high schools participating in our project set up some form of intervention strategies in order to help the students that had been identified with the "School and Me?" questionnaire. The strategies implemented were for the most part those that we have suggested and tried out over the past few years. They have been demonstrated in schools as being effective in helping students at risk.

The first intervention strategy that we proposed is special individual counselling by a school counsellor (in some cases, social workers or psychologists can be involved). These efforts consist mainly of giving special attention to those students identified either by meeting with the students on a more frequent basis or by referring these students to different specialists. During these individual counselling sessions, the problems expressed by the student through the questionnaire are discussed. This facilitates and guides the counsellor towards a better response to the student's problems with the school environment. Besides the regular individual counselling which is usually carried out in every school, special individual counselling sessions were carried out in 22 of

the participating schools. It is important to note that this strategy was set up for the most part to be complementary to more formal and organized intervention strategies. More structured intervention strategies such as mentoring and group counselling were paired with these individual counselling sessions.

This project, the identification of at-risk students and implementation of intervention strategies, ran for the first time in 35 of the 40 schools participating in the project. Past experience has shown us that most schools used the first year to become acquainted with the type of data they can receive about their students and to prepare intervention strategies that can be set up on a long-term basis for the second year of the project. This first year where school personnel are sensitized to the needs and special problems of the at-risk students is crucial for establishing future intervention strategies. Although a one-year preparation stage was common in the past, nine English high schools did set up a mentorship programme for the identified students in the first year. This intervention strategy consists of pairing a volunteer teacher with a student who has been identified as at risk of leaving school. Most mentors are classroom teachers, although we stress very strongly that counsellors and administrators should also be part of the mentoring team. In choosing to mentor a student, a teacher must, as a first requirement, feel at ease working with the student. The object of the mentoring efforts is to gradually establish a personal relationship with a student in order to, in time, help that student focus on his/her needs. The most important aspect of this relationship is that the student feel that there is "at last" an adult who is interested and who is ready to help him/her concerning his/her problems and interests.

When a school decides to set up an intervention programme that will focus on mentoring, it is essential that the principal adopt this as a school project shared by all staff. It is imperative that the mentoring programme not be regarded as another counselling effort among so many others. Once the decision is made to set up a mentoring programme, the project leader, preferably the principal, must call upon his/her staff to participate in this project. It is essential that the teachers, counsellors, or administrators who will be involved set aside time to mentor a student and to do so voluntarily.

If the mentoring programme is to be a success, the student must feel that the mentor is genuinely interested in him/her. If the teacher who has volunteered to mentor an identified student feels at ease in his/her role as mentor, the student will also feel that the interest is genuine.

Our research team returned to all schools that wanted to set up a mentoring programme in order to conduct a workshop on the procedures for implementing mentoring programmes. During these meetings, we discussed guidelines for mentors, student profiles, pairing of students and mentors, support for mentors, qualities of a good mentor, assessment of a mentoring programme, and mentoring goals.

Based on past experience, we suggest that the initial contacts between students and mentors be kept anonymous. Our experience and feedback from practitioners indicate that it is not necessary for a student to be aware at the very beginning that he/she now has a mentor. This anonymity permits, in our opinion, more spontaneity and a more natural progression in establishing a positive relationship with the student. It is most important also that the mentor be fully aware of his/her role with the

student. In fact, the mentor must not consider himself/herself a "mini-psychologist" who must at all costs solve all the little problems that the student may have in order to bring the student "on side". Although the mentor is conscious of the problems that the student has expressed in answering the "School and Me?" questionnaire, he/she must not concentrate exclusively on these. The relationship that the mentor wishes to establish with the student is mostly a "big brother/big sister" type. It is a relationship that the student can have with an adult who cares.

In establishing mentoring programmes, we strongly suggest that daily contacts be made between mentors and students. This permits the gradual development of the relationship. This daily pat on the back by the mentor for his/her student can, in the beginning, take the form of very short positive interactions that nurture a developing relationship. The frequency of contacts between mentors and students is very important if the mentor wishes to establish a worthwhile relationship with the identified student.

We strongly favour mentoring as an intervention strategy for helping students "at risk" for many reasons. Firstly, mentoring is simple to implement, it is not time-consuming, nor is it costly. It is also an intervention strategy that can easily be integrated into the school framework.

We could not suggest intervention methods which demanded radical changes in the school organization or budget. Mentoring was thus chosen for its simplicity and its effectiveness as an ideal strategy to help identified students who are at risk of leaving school. Mr. Ernest L. Boyer underlined mentoring programmes in his 1983 report.

"At the heart of every effort that appeared to be succeeding, we noticed that there was a close relationship between a student and a counsellor or teacher - there was a mentor with high standards and clear goals, one who had gained the student's confidence and trust." (Boyer, Ernest L., High School: A Report on Secondary Education in America. The Carnegie Foundation for the Advancement of Learning. Harper & Row: New York, 1983, p. 246)

When possible, it is best if the mentor's commitment to his/her student be envisaged as a long-term relationship. That is, the mentor must be willing to follow through with the student for possibly several years, throughout the student's high school programme.

Another element of a successful mentoring programme is the role that organizers have to play. Whether it is the school administrators or counselling staff who are responsible for the project, it is essential that they schedule regular meetings where mentors can interact and share their common experiences. These meetings can be scheduled on a monthly basis to allow mentors to encourage themselves and share ideas and experiences concerning the establishment of successful relationships with students.

Some high schools reported that they felt it would be difficult to implement a mentoring programme in semestered schools because the students change teachers in the middle of the year. For this reason, organizers thought that the relationships would be more difficult to establish. It was found that this situation was not as problematic as first thought. It is not necessary for a mentor to have the identified student in his/her classes, for the mentoring itself is never done in class. We strongly suggest that the teacher who agrees to mentor a student must know the

student, but he/she does not have to teach the student every semester.

It goes without saying that mentoring was not implemented in the same fashion at every high school. In fact, over the past few years, we have had direct contact with over 30 high schools that have implemented mentoring, and no two schools have exactly the same mentoring programme. Certain schools, depending on the principal and type of school staff, set up very structured mentoring programmes. Others were more informal. All the schools have had one common thread in that they were satisfied with the results within that first year. For many students, mentoring made the difference between leaving school very early on in their programme or staying in school. In fact, for these students "at risk", the genuine attention of an adult in their life made them give "the system" another chance.

It is clear that not all mentors were able to establish a positive relationship with the first student with whom they were paired. All mentors have their own personalities, interests, and attitudes. For this reason, in some cases, although very few, the mentor was paired with another student with whom a relationship was possible.

Another type of mentoring was set up in this first year of the project in four English-language high schools. Peer mentorship received unanimous approval in those schools involved. In fact, this intervention strategy was found to be most effective in helping those students who had expressed problems pertaining to specific factors from the questionnaire. The student tutor or mentor was linked to an identified student who had expressed problems dealing with feelings of isolation, school work, or interest in school. In many cases, school work became a pretext that

permitted the student being mentored to confide in his/her student mentor and develop a friendship. Unfortunately, the results of this type of mentoring will not be conclusive for several years. But the very enthusiastic comments by the authorities and those schools running these programmes give us great confidence in suggesting peer mentorship as an option for an intervention strategy. In most schools that implemented peer mentorship, it was noted that the students' marks improved and that those students seem to be better integrated with their peers.

Group counselling demands more organization and time to implement and also requires special training of guidance staff in group counselling techniques. Group counselling sessions were implemented and prepared in four schools that had trained personnel. Schools rely on the results of the questionnaire to group students who share common problems. Themes that were dealt with varied greatly from one school to the other. In fact, some organizers chose to deal directly with the problems that the students had expressed in answering the questionnaire. Their counselling sessions dealt with the eight factors that make up the instrument. Other schools chose more indirect themes that could be applicable with at-risk students, such as study habits, leadership techniques, etc.

Our research team made presentations to 32 of the participating high schools. In 14, conferences or workshops were organized afterwards by the guidance staff for the rest of the school staff. Although this does not constitute a specific intervention strategy, it is important that, on a yearly basis, administrators, teachers, and guidance staff be informed of the results of the administration of the "School and Me?" questionnaire. Following their meetings, schools can choose or adapt their

intervention strategies to better help the new cohorts of identified students.

Another 8 schools also opted for different intervention strategies. Often these were set up in a complementary fashion to strategies that we had suggested. These schools implemented the following types of activities: learning styles committees that gave in-house workshops with teachers, committees to integrate greater parental involvement with at-risk students, use of lists of identified students in setting up co-op programmes, welcoming committees for new Grade 9 students, certificate awards to students for their involvement in school activities, and linkage of students with a learning assistant from outside the school.

In many high schools, the data collected on the Grade 9 cohort of students became part of the evaluation of the general level curriculum. The schools were satisfied with the amount of information they could use, especially for the general level students. The detailed analysis within the school can motivate administrators to set up curriculum review committees and focus on the particular needs of their school. Although the data from the Grade 9 students were not used directly to develop new curricula, it did serve to accentuate the problems of the general level students and therefore serve as a guide.

The "School and Me?" instrument has been shown to be very useful in many settings. But, we must not forget that the identification of at-risk students as probable school leavers is futile if proper effective intervention strategies are not linked to the initial identification process. Our first goal was to suggest simple and viable strategies to help at-risk students. The work completed within the first year of implementation of a dropout

programme in a school must be seen as the first of many steps if educators wish to respond effectively to the needs of students who are at risk and do drop out of high school in large numbers if nothing is done.

In-class teachers have a prime role to play in implementing an effective intervention programme. Teachers are the key agents of change for at-risk students. When training and sensitizing teachers to the different problems related to school leaving, the importance of their special role must be underlined in order to make them effective agents of intervention.

7. COMMENTS

Our concluding commentary takes into account tasks that we have completed with this project in English-language high schools and the experience we have gained in completing three phases of the dropout project in French-language high schools over a three-year period. Our project outcomes, and those, we dare say, of other projects that have been implemented in Ontario, should be regarded as the first steps that could lead to positive changes for our target group of "at-risk" students.

Over the past few years we have worked with teachers, administrators, students, school board personnel, and other researchers. We wish to reflect by means of our comments and recommendations not only our own conclusions in regard to the specific needs of potential school dropouts, but also the interests and concerns of the educators with whom we worked.

We suggest that the data analysis and conclusions from our projects on school dropouts be integrated with other relevant research and applied to elements of teacher training and in-service offered to teachers. Teachers and future teachers would be better able to intervene with potential school leavers if they were more conscious of the positive effect they can have on these students.

School boards, teachers, and students would immediately benefit if, in most high schools, there was a person of authority responsible for dropout prevention. This person would be able to coordinate the implementation of specific intervention strategies in all high schools. The success of such a structured effort at the school board level would depend, we believe, on cooperation between the

Ministry of Education and school boards. Educators at all levels and, in particular, Ministry of Education authorities in concert with school boards should, through publications, conferences, and workshops, emphasize the importance of a high school diploma. Our "education system" is biased toward that minority of students who pursue studies at the college and university levels. The system neglects, we believe, to emphasize the real social and monetary benefits that possession of a high school diploma can produce.

We recommend that high schools and middle schools be given the resources able to identify those students that may be regarded as potential dropouts. These schools should offer students the chance to express the serious problems they are dealing with that could affect their schooling. Identified students could then benefit from specific helpful intervention. The mandate of all educators is, we suggest, to help all students finish their programs of instruction, so that, as much as possible, they are able to compete on an equal footing with their peers in the transition from school to work.

When we consider a new problem in education, we attempt too often to find a single solution, a model of intervention or a plan that will solve all problems related to a given issue. The dropout issue is not amenable to a single solution. Our explorations, our study of the many facets of this problem, and the data gathered from a great many students, have convinced us of the opposite.

Our analysis of data and our experience in the field have convinced us that there is one essential component to any intervention program that wishes to be effective with the target group. Whatever the intervention strategy chosen by educators, it must, one way or another, reach into the

affective domain of the at-risk student. Though these potential dropouts will need good information, a certain structured environment, or special tutoring to help them be successful in their schooling. The fundamental need of the great majority of at-risk students is their lack of a positive relationship with an adult who cares. The affective domain is the key to effective intervention.

The genuine interest of an adult is the key element if we wish to sensitize youth to the benefits of a completed school program and eventually to the richness of education in general. Education must not be considered a privilege in our society. We must attempt, as educators, to help as many students as possible equip themselves to respond to the needs of the marketplace and of our changing society.

> *Primary and secondary education has been an escape mechanism by which the bright and vigorous few from among the masses got away from the lowly classes in which they were born to join the elite of the nation. Education was the trap door that enabled them to go into the so-called professions. And thus education has been an instrument that has created classes in a supposedly classless society.*
>
> *Father M. M. Coady*
> *The social significance of the cooperative movement, 1945, 6.*

APPENDIX 1

THE QUESTIONNAIRE

"SCHOOL AND ME?", 1987-88

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

S C H O O L A N D M E ?

WHY ARE WE ASKING YOU

TO ANSWER THIS QUESTIONNAIRE?

WE WANT TO KNOW:

HOW INTERESTED YOU ARE IN SCHOOL.

****
* YOU ARE FREE TO ANSWER THIS QUESTIONNAIRE OR NOT. *
****

Fall 1987 version

A T T E N T I O N ! !

READ EVERY POSSIBLE ANSWER.

THERE IS NO RIGHT OR WRONG ANSWER.

WRITE DOWN YOUR FIRST CHOICE.

IF YOU HESITATE, CHOOSE THE ANSWER CLOSER TO YOUR OPINION.

INDICATE CLEARLY YOUR ANSWER BY BLACKENING THE APPROPRIATE SPACE ON THE COMPUTER ANSWER SHEET.

SCHOOL AND ME?

Blacken the space on the answer sheet that corresponds to your choice. Mark your answers on the computer answer sheet only.

QUESTIONS

1. **At which level are you currently taking English?**

   A) Basic.
   B) General.
   C) Advanced.

2. **At which level are you currently taking Mathematics?**

   A) Basic.
   B) General.
   C) Advanced.

3. **In general, do you like to go to school?**

   A) I like school.
   B) I like school more or less.
   C) I am indifferent, I don't care.
   D) I don't like school (most of the time).
   E) I hate school.

4. **You would not miss school as much if you were paid to go to school. Do you share this opinion?**

   A) I don't share this opinion at all.
   B) I don't agree very much.
   C) I share this opinion.
   D) I strongly agree with this opinion.

SCHOOL AND ME?

5. What level of education do you want to reach?

A) University degree or diploma.
B) College diploma.
C) High school diploma.
D) I don't think I'll stay longer than this year.
E) If I had my way, I would have left school already.

6. Why do you go to school?

A) Because I like my courses and want to acquire skills and knowledge.
B) Because school offers the courses I need to achieve my goals.
C) It's important in order to get a good job later.
D) Because of the social life, to meet friends.
E) I don't know; because I have to.

7. During the last few years, have your results in school been satisfactory?

A) Very satisfactory.
B) Satisfactory.
C) Unsatisfactory.
D) Totally unsatisfactory.

8. Your ability to concentrate and pay attention during classes is:

A) Very good.
B) Good.
C) More or less good.
D) Poor.

SCHOOL AND ME?

9. What kind of person are you at school?

A) A person who accepts the rules and regulations.
B) A person who usually accepts the rules and regulations.
C) A person who has difficulty in accepting the rules and regulations.
D) A person who does not accept the rules and regulations.

10. In general, how is your relationship with the teachers?

A) Very good.
B) Good.
C) More or less good.
D) Poor.

11. Last year, what was your average in school?

A) 80% or more.
B) 70 - 79%.
C) 60 - 69%.
D) 50 - 59%.
E) Less than 49%.

12. How do you feel when you don't do well in an examination (when you fail)?

A) It pushes me to work harder.
B) It discourages me a bit, I have trouble overcoming it.
C) It discourages me a lot, I feel like quitting.
D) I don't care.

SCHOOL AND ME?

13. **If your parents** (or guardians) **would allow you to quit school, would you?**

A) No.
B) Uncertain.
C) Yes.

14. **Have you ever missed a class for a reason that the school authorities considered to be unacceptable?** (skipped a class)

A) Never.
B) Once or twice.
C) A number of times.
D) Very often.

15. **How is your relationship with most of your teachers?**

A) Very good.
B) Good.
C) More or less good.
D) Poor.

16. **This year, are your classes in school interesting?**

A) All are interesting.
B) Most are interesting.
C) Some are interesting.
D) Few are interesting.

SCHOOL AND ME?

17. Are you ready to quit school and go to work?

A) No, not at all.
B) Not really.
C) Mostly ready.
D) Totally ready.

18. Do you intend to finish your high school studies?

A) Certainly.
B) Probably.
C) Maybe.
D) Not at all.

19. If you think you are going to fail this year, would you prefer to quit school?

A) No, not at all.
B) Maybe.
C) Probably.
D) Yes.

20. How many hours a week do you spend doing your homework or studies at home?

A) More than 10 hours a week.
B) From 6 to 10 hours a week.
C) From 2 to 5 hours a week.
D) Less than 2 hours a week.
E) None.

SCHOOL AND ME?

21.Do you live with your mother and father?

A) Yes, with my mother and my father (or stepmother and stepfather).
B) No, with my mother (or stepmother).
C) No, with my father (or stepfather).
D) No, I live in a foster home.
E) Other.

22. How much education does your mother have?

A) Attended College or University.
B) Finished high school.
C) A few years of high school.
D) Elementary school.
E) I do not know.

23. How much education does your father have?

A) Attended College or University.
B) Finished high school.
C) A few years of high school.
D) Elementary school.
E) I do not know.

24. During the last 6 months, have either of your parents been out of work? (except holidays and sick leave)

A) Yes, both my mother and father.
B) Yes, my father.
C) Yes, my mother.
D) No.

25. **In comparison with the other pupils in my class at school, my family's financial situation is:**

    A) Better than theirs.
    B) Less favourable than theirs.
    C) The same as theirs.

Indicate on the answer sheet whether you find the following statements to be TRUE (T) or FALSE (F):

26. **When things don't go well, my teachers know how to encourage me.**

27. **I don't think I will do well in school this year.**

28. **In general, I am fairly sure of completing whatever I undertake.**

29. **I would rather go to work than go to school.**

30. **I don't like the subjects that I must study at school.**

31. **In general, I like school.**

32. **I have confidence in my abilities at school.**

33. **I feel alone most of the time.**

34. **In my family, we seldom do anything interesting together.**

35. **When I have problems, most of my teachers make an effort to understand me.**

36. **I would miss school less often if I were paid to go to school.**

37. **If I do not pass my exams, I might quit school.**

38. **Most people don't understand me.**

39. **School is OK.**

40. Most of my teachers know how to make their courses interesting.

41. Most of the time I feel good.

42. I like to skip school.

43. I would like to have different courses than those I am now taking.

44. This year, I think I will fail in at least two subjects.

45. In general, my teachers don't seem to understand me.

46. I am usually happy.

47. I never miss school without a good reason.

48. I am more successful in what I do outside of school than I am with my school work.

49. I don't like going to school, at this school or any other.

50. In general, I am confident that my teachers will help me with my school problems.

51. I would prefer to leave home and live elsewhere.

52. Most of my teachers are able to give me the will to learn.

53. When I am 16, I will take any job rather than continue to go to school.

THANK YOU!!

APPENDIX 2

DISTRIBUTION OF ANSWERS BY QUESTION

FACTOR 1: Family characteristics

21. Do you live with your mother and father?

A) Yes, with my mother and my father (or stepmother and stepfather).
B) No, with my mother (or stepmother).
C) No, with my father (or stepfather).
D) No, I live in a foster home.
E) Other.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		TOTAL N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2715	76	2397	76	5112	76
B)	587	16	562	18	1149	17
C)	149	4	96	3	245	4
D)	20	1	20	1	40	1
E)	125	4	91	3	216	3

22. How much education does your mother have?

A) Attended College or University.
B) Finished high school.
C) A few years of high school.
D) Elementary school.
E) I do not know.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		TOTAL N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1128	32	1074	34	2202	33
B)	1005	28	830	26	1835	27
C)	473	13	554	18	1027	15
D)	180	5	172	5	352	5
E)	759	21	537	17	1296	19

23. How much education does your father have?

A) Attended College or University.
B) Finished high school.
C) A few years of high school.
D) Elementary school.
E) I do not know.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1255	35	1064	34	2319	35
B)	754	21	619	20	1373	21
C)	489	14	437	14	926	14
D)	242	7	239	8	481	7
E)	815	23	792	25	1607	24

24. During the last 6 months, have either of your parents been out of work? (except holidays and sick leave)

A) Yes, both my mother and father.
B) Yes, my father.
C) Yes, my mother.
D) No.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	179	5	156	5	335	5
B)	207	6	172	5	379	6
C)	389	11	395	13	784	12
D)	2817	78	2445	77	5262	78

25. In comparison with the other pupils in my class at school, my family's financial situation is:

A) Better than theirs.
B) Less favourable than theirs.
C) The same as theirs.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	789	22	485	16	1274	19
B)	366	10	323	10	689	10
C)	2395	68	2322	74	4717	71

FACTOR 2: Feelings of Isolation

33. I feel alone most of the time.

A) True.
B) False.

	Gr.9 1877					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	595	17	543	17	1138	17
B)	2995	83	2631	83	5626	83

34. In my family, we seldom do amything interesting together.

A) True.
B) False.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1048	29	1033	33	2081	31
B)	2538	71	2122	67	4660	69

38. Most people don't understand me.

A) True.
B) False.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1061	30	951	30	2012	30
B)	2527	70	2211	70	4738	70

41. Most of the time I feel good.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	3220	89	2833	89	6053	89
B)	390	11	353	11	743	11

46. I am usually happy.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	3167	88	2829	89	5996	88
B)	450	12	354	11	804	12

51. I would prefer to leave home and live elsewhere.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	434	12	470	15	904	14
B)	3137	88	2677	85	5814	87

FACTOR 3: Plans for future schooling

5. What level of education do you want to reach?

A) University degree or diploma.
B) College diploma.
C) High school diploma.
D) I don't think I'll stay longer than this year.
E) If I had my way, I would have left school already.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1989	55	2092	66	4081	60
B)	1049	29	718	23	1767	26
C)	496	14	342	11	838	12
D)	22	1	4	0	26	0
E)	58	2	34	1	92	1

13. If your parents (or guardians) **would allow you to quit school, would you?**

A) No.
B) Uncertain.
C) Yes.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2890	80	2761	86	5651	83
B)	609	17	373	12	982	14
C)	123	3	62	2	185	3

17. Are you ready to quit school and go to work?

A) No, not at all.
B) Not really.
C) Mostly ready.
D) Totally ready.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2418	67	2466	78	4884	72
B)	936	26	619	20	1555	23
C)	190	5	77	2	267	4
D)	53	2	20	1	73	1

18. Do you intend to finish your high school studies?

A) Certainly.
B) Probably.
C) Maybe.
D) Not at all.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	3053	85	2826	89	5879	87
B)	437	12	279	9	716	11
C)	92	3	58	2	150	2
D)	20	1	13	0	33	1

29. I would rather go to work than go to school.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	673	19	318	10	991	15
B)	2921	81	2861	90	5782	85

37. If I do not pass my exams, I might quit school.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	162	5	109	3	271	4
B)	3434	96	3059	97	6493	96

49. I don't like going to school, at this school or any other.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	410	11	183	6	593	9
B)	3192	89	2992	94	6184	91

53. When I am 16, I will take any job rather than continue to go to school.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	163	5	73	2	236	4
B)	3416	95	3099	98	6515	97

FACTOR 4: School Work

7. During the last few years, have your results in school been satisfactory?

A) Very satisfactory.
B) Satisfactory.
C) Unsatisfactory.
D) Totally insatisfactory.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1184	33	1262	40	2446	36
B)	2072	57	1713	54	3785	56
C)	272	8	166	5	438	6
D)	87	2	48	2	135	2

8. Your ability to concentrate and pay attention during classes is:

A) Very good.
B) Good.
C) More or less good.
D) Poor.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	638	18	730	23	1368	20
B)	2095	58	1839	58	3934	58
C)	746	21	545	17	1291	19
D)	128	4	77	2	205	3

11. Last year, what was your average in school?

A) 80% or more.
B) 70 - 79%.
C) 60 - 69%.
D) 50 - 59%.
E) Less than 49%.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	844	23	1089	34	1933	29
B)	1388	39	1209	38	2597	38
C)	943	26	638	20	1581	23
D)	318	9	182	6	500	7
E)	110	3	62	2	172	3

19. If you think you are going to fail this year, would you prefer to quit school?

A) No, not at all.
B) Maybe.
C) Probably.
D) Yes.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2867	80	2681	85	5548	82
B)	533	15	376	12	909	14
C)	87	2	56	2	143	2
D)	100	3	45	1	145	2

20. How many hours a week do you spend doing your homework or studies at home?

A) More than 10 hours a week.
B) From 6 to 10 hours a week.
C) From 2 to 5 hours a week.
D) Less than 2 hours a week.
E) None.

Gr.9 1987

CHOICE	BOYS N=3629		GIRLS N=3203		TOTAL N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	307	9	422	14	729	11
B)	1260	36	1464	47	2724	41
C)	1279	36	941	30	2220	33
D)	512	15	247	8	759	11
E)	185	5	38	1	223	3

FACTOR 3: Self confidence

27. I don't think I will do well in school this year.

A) True.
B) False.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	417	12	423	13	840	12
B)	3180	88	2764	87	5944	88

28. In general, I am fairly sure of completing whatever I undertake.

A) True.
B) False.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	3327	92	3009	94	6336	93
B)	280	8	180	6	460	7

32. I have confidence in my abilities at school.

A) True.
B) False.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	3178	88	2683	85	5861	87
B)	419	12	492	16	911	14

44. This year, I think I will fail in at least two subjects.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	648	18	628	20	1276	19
B)	2962	82	2556	80	5579	81

48. I am more successful in what I do outside of school than I am with my school work.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1830	51	1174	37	3004	45
B)	1743	49	1991	63	3734	55

FACTOR 6: Absenteeism

4. You would not miss school as much if you were paid to go to school. Do you share this opinion?

A) I don't share this opinion at all.
B) I don't agree very much.
C) I share this opinion.
D) I strongly agree with this opinion.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	773	21	964	30	1737	26
B)	812	23	989	31	1801	27
C)	1030	29	851	27	1881	28
D)	998	28	375	12	1373	20

9. What kind of person are you at school?

A) A person who accepts the rules and regulations.
B) A person who usually accepts the rules and regulations.
C) A person who has difficulty in accepting the rules and regulations.
D) A person who does not accept the rules and regulations.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1467	41	1699	53	3166	47
B)	1882	52	1408	44	3290	48
C)	202	6	71	2	273	4
D)	68	2	15	1	83	1

14. Have you ever missed a class for a reason that the school authorities considered to be unacceptables? (skipped a class)

A) Never.
B) Once or twice.
C) A number of times.
D) Very often.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2296	64	2210	70	4506	67
B)	986	27	774	25	1760	26
C)	234	7	135	4	369	6
D)	81	2	46	2	127	2

36. I would miss school less often if I were paid to go to school.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1798	50	1064	34	2862	43
B)	1776	50	2095	66	3871	58

42. I like to skip school.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	491	14	337	11	828	12
B)	3107	86	2843	89	5950	88

47. I <u>never</u> miss school without a good reason.

A) True.
B) False.

	Gr.9 1987					
CHOICE	BOYS N=3629		GIRLS N=3203		**TOTAL** N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2627	73	2374	75	5001	74
B)	978	27	797	25	1775	26

FACTOR 7: Need for Help from Teachers

10. In gereral, how is your relationship with the teachers?

A) Very good.
B) Good.
C) More or less good.
D) Poor.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	953	26	1103	35	2056	30
B)	1989	55	1708	54	3697	54
C)	598	17	359	11	957	14
D)	64	2	17	1	81	1

15. How is your relationship with most of your teachers?

A) Very good.
B) Good.
C) More or less good.
D) Poor.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	941	26	1110	35	2051	30
B)	2016	56	1692	53	3708	55
C)	584	16	352	11	936	14
D)	56	2	15	1	71	1

26. When things don't go well, my teachers know how to encourage me.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1840	51	1789	56	3629	54
B)	1758	49	1396	44	3154	47

35. **When I have problems, most of my teachers make an effort to understand me.**

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2136	59	1888	60	4024	60
B)	1458	41	1266	40	2724	40

40. **Most of my teachers know how to make their courses interesting.**

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2675	74	2352	74	5027	74
B)	934	26	839	26	1773	26

45. **In general, my teachers don't seem to understand me.**

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	929	26	734	23	1663	25
B)	2667	74	2435	77	5102	75

50. In general, I am confident that my teachers will help me with my school problems.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2756	77	2563	81	5319	79
B)	836	23	605	19	1441	21

52. Most of my teachers are able to give the will to learn.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	2796	78	2583	82	5379	80
B)	788	22	572	18	1360	20

FACTOR 8: Interest in School

3. In general, do you like to go to school?

A) I like school.
B) I like school more or less.
C) I am indifferent, I don't care.
D) I don't like school (most of the time).
E) I hate school.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1210	34	1387	43	2597	38
B)	1508	42	1351	42	2859	42
C)	401	11	228	7	629	9
D)	322	9	190	6	512	8
E)	169	5	39	1	208	3

6. Why do you go to school?

A) Because I like my courses and want to acquire skills and knowledge.
B) Because school offers the courses I need to achieve my goals.
C) It's important in order to get a good job later.
D) Because of the social life, to meet friends.
E) I don't know; because I have to.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	598	17	538	17	1136	17
B)	1179	33	1232	39	2411	36
C)	1506	42	1192	38	2698	40
D)	105	3	122	4	227	3
E)	219	6	98	3	317	5

12. How do you feel when you don't do well in an examination (when you fail)?

A) It pushes me to work harder.
B) It discourages me a bit, I have trouble overcoming it.
C) It discourages me a lot, I fell like quitting.
D) I don't care.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1732	48	1727	54	3459	51
B)	1240	34	1030	32	2270	33
C)	392	11	316	10	708	10
D)	249	7	114	4	363	5

16. This year, are your classes in school interesting?

A) All are interesting.
B) Most are interesting.
C) Some are interesting.
D) Few are interesting.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	487	14	402	13	889	13
B)	1877	52	1701	54	3578	53
C)	958	27	841	26	1799	27
D)	279	8	237	8	516	8

30. I don't like the subjects that I must study at school.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	840	23	642	20	1482	22
B)	2747	77	2532	80	5279	78

31. In general, I like school.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	3063	85	2920	92	5983	88
B)	542	15	265	8	807	12

39. School is OK.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	3267	91	3011	95	6278	93
B)	325	9	165	5	486	7

43. I would like to have different courses than those I am now taking.

A) True.
B) False.

	Gr.9 1987					
	BOYS		GIRLS		**TOTAL**	
CHOICE	N=3629		N=3203		N=6832	
	FREQ.	%	FREQ.	%	FREQ.	%
A)	1347	37	1079	32	2366	35
B)	2256	63	2158	68	4414	65